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ABSTRACT

The International Standard Classification of Education (ISCED) has been designed as an instrument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. It is expected to facilitate international compilation and comparison of education statistics as such, and also their use in conjunction with manpower and other economic statistics. The classification, which is essentially a dictionary of educational programs is designed for assembling data on current educational phenomena such as enrollment, teaching staff and finances as well as for statistics of the stock of educated people as obtained, for example, by a census of population. In this sense it is a multi-purpose system within which comparable data can be assembled on various features of educational systems and processes. The aims of this handbook are two fold. The first is to ensure a common interpretation of ISCED between and within countries. The second is to assist countries, states, provinces, etc., to relate their system of education to ISCED. The latter purpose is very important since in many countries there exist problems in deciding the level of education of certain courses. (Author/DEP)

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ISCED Handbook: United Kingdom (England and Wales)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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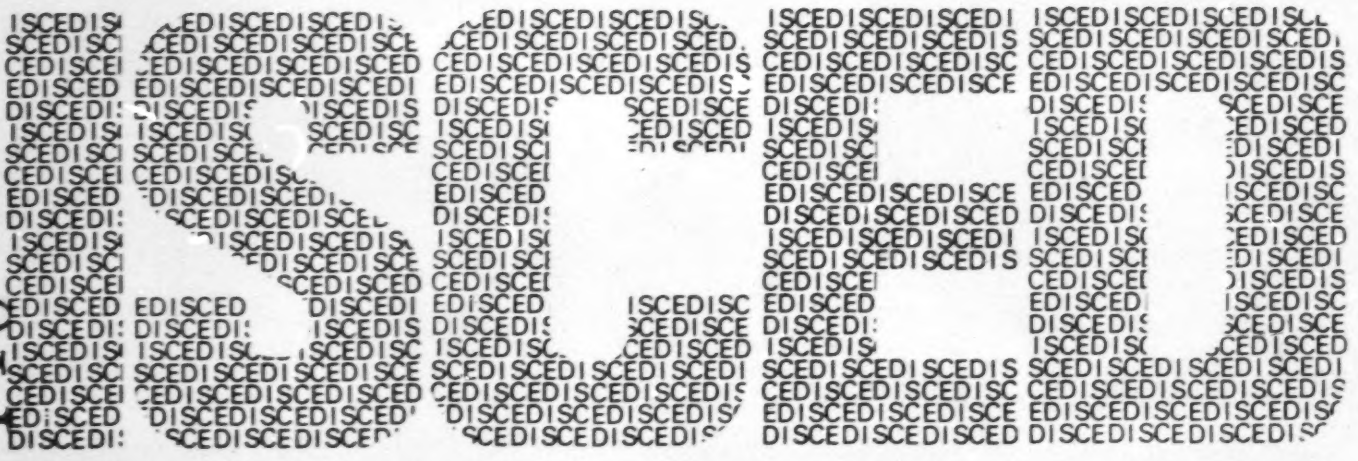

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PREFACE

This is one of several national handbooks prepared in collaboration with the relevant authorities in various countries to promote a common interpretation of the International Standard Classification of Education (ISCED). The handbook relates the system of education in these countries to ISCED by levels and fields.

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CHAPTER I

THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED)

GENERAL INTRODUCTION

1. The International Standard Classification of Education (ISCED) has been designed as an instrument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. It is expected to facilitate international compilation and comparison of education statistics as such, and also their use in conjunction with manpower and other economic statistics. Unesco does not expect that those countries now using a comprehensive national classification of education will replace it with ISCED for national compilations. On the contrary, the special requirements of countries for nationally-based classifications are understood and the value of national classifications will be enhanced when, being designed to achieve comparability with ISCED, they can be used to provide internationally comparable data in addition to statistics reflecting particular national patterns of education. Many countries, however, have not yet developed comprehensive national classification of education, and they may choose to adopt ISCED as it stands or modified to suit national conditions. Any modifications introduced should be carefully designed to ensure that the resulting data can be rearranged into the ISCED pattern for international reporting.

2. The classification, which is essentially a dictionary of educational programmes, is designed for assembling data on current educational phenomena such as enrolment, teaching staff and finances as well as for statistics of the "stock" of educated people as obtained, for example, by a census of population. In this sense it is a multi-purpose system within which comparable data can be assembled on various features of educational systems and processes. Of course, it is not feasible to assemble data on all such features to the same degree of detail because of the different units to which the data relate. Enrolment figures, for example, which relate to individuals enrolled in particular programmes can usually be reported in more detailed categories than can information on teachers, many of whom are involved in a number of programmes. Some kinds of financial information such as assets, liabilities and fixed capital employed, are usually available only for units like institutions (or groups of institutions under common management, e.g., a local educational authority). "Stock" data as obtained from a population census are usually collected only in terms of the "highest educational level or grade attained" by each individual, i.e., at the first-digit stage of ISCED.

3. The aims of this handbook are two fold. The first is to ensure a common interpretation of ISCED between and within countries. The second is to assist countries, states, provinces, etc., to relate their system of education to ISCED. The latter purpose is very important since in many countries there exist problems in deciding the level of education of certain courses, e.g., is it secondary or post secondary?

4. The handbook will thus help to minimise the difficulties in interpretation and facilitate international compilation and comparison of statistics relating to education.

5. Handbooks are planned for the following countries:

(i) Arab Republic of Egypt (in Arabic)
(ii) France (in French)
(iii) United Kingdom (in English)
(iv) An Eastern European country (in Russian)
(v) Argentina, Peru and Venezuela (in Spanish)
(vi) United States of America (in English)

In addition several other countries have expressed an interest in compiling similar handbooks.

SCOPE OF "EDUCATION" FOR ISCED

6. For the purposes of ISCED, education is taken to comprise organized and sustained communication designed to bring about learning. Communication requires a relationship between two or more persons involving the transfer of information. Organized is intended to mean planned in a pattern or sequence with established aims or curricula. It involves an educational agency which organizes the learning situation and/or teachers who are employed (including unpaid volunteers) to consciously organize the communication. Sustained is intended to mean that the learning experience has the elements of duration and continuity. Learning is taken as any change in behaviour, information, knowledge, understanding, attitudes, skills or capabilities which can be retained and cannot be ascribed to physical growth or to the development of inherited behaviour patterns. Included in this scope, therefore, are activities that in some countries and in some languages may not usually be described as "education", but rather as "training" or as "cultural development". Excluded, however, are types of communication that are not designed to bring about learning; or that are not planned in a pattern or sequence with established aims. Thus, all education involves learning, but many forms of learning are not regarded as education. Leisure-time activities such as recreation, sports, and tourism which are not designed to bring about learning and which do not involve an organized educational agency are excluded. "Self-directed learning", "family and socially-directed learning" and "random learning" are excluded because they involve no organized agency or teacher (in the above sense), as are isolated events involving no sustained educational activity, such as one or two public lectures, conferences or meetings; entertainment; information, advertising and selling programmes; other social and corporate activities, such as meetings of clubs or associations or work camps.

7. Within the framework of ISCED, the universe of education will include several axes which also need to be defined. Two major axes are as follows:

- Regular school and university education: This is used here to describe the system that provides a "ladder" by which children and young people may progress from primary schools through universities (although many discontinue at varying stages). It is designed and intended for children and young people, generally beginning at age five to seven up to the early twenties (although in some circumstances older students are accommodated along with their younger colleagues).

- Adult education: This is used here to describe out-of-school education which provides education for people who are not in the regular school and university system and who are generally fifteen or older (although in some circumstances, younger students are accommodated along with their older colleagues).

8. The other axes that should be distinguished for statistical purporse are:

- Formal education: i.e., education in which students are enrolled[1] or registered[2], regardless of the mode of teaching used; i.e., it includes an educational series transmitted by radio or television if the listeners are registered.

- Non-formal education: i.e., education in which students or "clients" are not enrolled or registered.

In this sense, all regular school and university education is essentially formal in that students are enrolled. Adult education, however, can be formal or non-formal, and this distinction is useful statistically in that measurement of participation by students or clients presents particular problems in the absence of enrolment or registration.

9. Another axis that is usually distinguished and which applies to the whole universe of education is the one that separates:

- Special education, i.e., education specially designed for exceptional students in special classes, special groups or special institutions. In many countries, special education is defined as applying only to regular school and university education, where it consists of programmes designed for children and young people who, due to physical, emotional or mental handicaps, are provided with special aids or special teaching facilities (usually including special teachers). Other countries apply a wider definition to include, along with special provisions for the handicapped, special provisions for other exceptional students such as those with extraordinarily high mental capacities and/or those in very special circumstances, e.g., having a migratory or other unusual way of life, etc. It is clear from the definition of the scope of education intended for ISCED that the concept of special education is further widened to include education in which special facilities are provided in adult education for those who can benefit from them. Of course, the various sub-categories within special education (e.g., enrolment by age, types of handicaps, extraordinary capacity, special circumstances, etc.) can be separated in the statistics as required.

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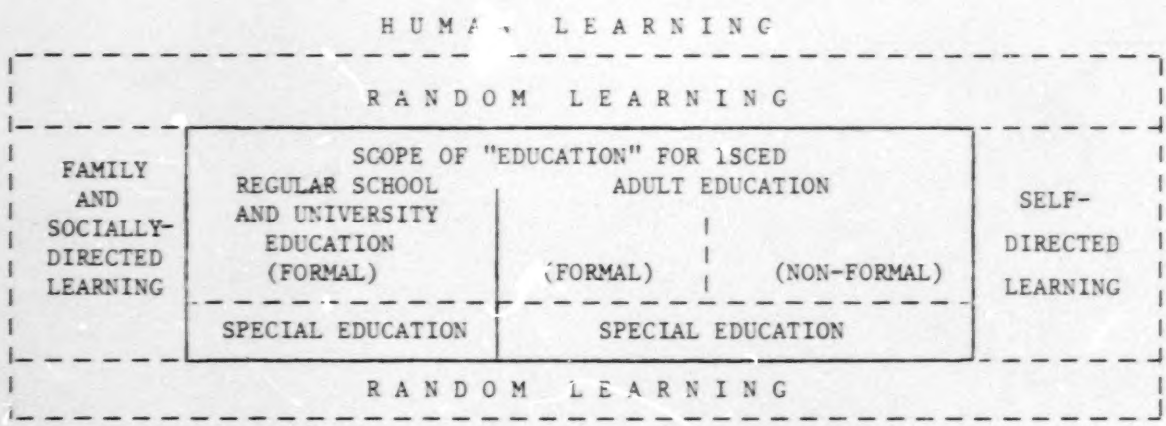
1) Enrolment: The act of identifying oneself as wishing to follow a particular education programme and being accepted as a student.

2) Registration: Enrolment followed by the recording of the student's name and other particulars in a register, which is often used to record attendance or submission of written material.

10. The diagram below indicates in schematic form the scope of Education as defined for the purpose of ISCED within the wider framework of human learning.



The largest rectangle enclosed by a broken line represents all human learning and the rectangle enclosed by a solid line the intended scope of Education to be covered by ISCED. Within this scope, Regular School and University Education (all formal) is separated by a solid line from Adult (out-of-school) Education (both formal and non-formal), while Special Education is shown as being a segment of both Regular and Adult Education.

DESCRIPTION OF ISCED

11. As a classification of education, ISCED classifies courses, programmes, and fields of education according to their educational content. The educational content of each course, programme, and field is designated according to its level category and its subject matter. For this purpose a course is defined as a planned series of learning experiences in a particular range of subject matter or skills offered by a sponsoring agency and undertaken by one or more students. A programme is defined as a selection of one or more courses or a combination of courses usually chosen from a syllabus. Such a programme may consist of one or a few courses in a specific field or, more commonly, of a number of courses most of which will be classified within a specific field but some of which may be classified in other fields. Each programme has an expressed or implied aim such as qualification for more advanced study, qualification for an occupation or a range of occupations, or solely an increase in knowledge or understanding. A field is a grouping of programmes related to the same broad subject-matter area.

12. The ISCED document is essentially a dictionary of educational programmes. Each programme has a code number, a short title and a definition. Definitions are provided to assist users of the ISCED system in interpreting the titles which are inevitably somewhat cryptic. The code number for each programme of study consists of five digits.

LEVELS (digit 1)

13. The first digit (reading from left to right) identifies the level which as the term implies, distinguishes the broad steps of progression through the regular

school and university system from the very elementary to the most advanced. Provision has also been made for programmes which cannot be defined by level, and some formal and many non-formal adult education programmes will fall into this category. The codes for level are as follows:

0 Education preceding the first level
1 Education at the first level
2 Education at the second level, first stage
3 Education at the second level, second stage
5 Education at the third level, first stage, of the type that leads to an award not equivalent to a first university degree
6 Education at the third level, first stage, of the type that leads to a first university degree or equivalent
7 Education at the third level, second stage, of the type that leads to a postgraduate university degree or equivalent
9 Education not definable by level

"FIELDS" (digits 2 and 3)

14. Digits 2 and 3 identify the field of study. The code for each field remains the same at all levels. Thus, code 62 will mean "Agriculture, forestry and fisheries" at levels 2, 3, 5, 6, 7 and 9. Of course some fields do not exist at every level, e.g., law and jurisprudence programmes are not found at levels 2 or 3 whilst literacy programmes occur only at level 1. The field codes are listed below and definitions for combinations of level and field can be found in the main section of ISCED.

01 General programmes
08 Literacy programmes
14 Teacher training and education science programmes
18 Fine arts programmes
22 Humanities programmes
26 Religion and theology programmes
30 Social and behavioural science programmes
34 Commercial and business administration programmes
38 Law and jurisprudence programmes
42 Natural science programmes
46 Mathematics and computer science programmes
50 Medicine and health related programmes
52 Trade, craft and industrial programmes
54 Engineering programmes
58 Architectural and town planning programmes
62 Agricultural, forestry and fishery programmes
66 Home economics (domestic science) programmes
70 Transport and communications programmes
78 Service trades programmes
84 Programmes in mass communication and documentation
89 Other programmes

15. It is assumed that all programmes of education whether formal or non-formal, will be identifiable as falling within one of the fields listed. Some may perhaps overlap two or even more, in which case entries should be allocated to what appears to be the most important field.

PROGRAMMES (digits 4 and 5)

16. Digits 4 and 5 identify programmes within the various levels and fields. Programmes are defined as courses or groups that are related in terms of subject-matter content. ISCED has codes for some five hundred programmes. Although it might be ideal to use this full range of codes to classify education programmes, in practice it may be too elaborate, at least in the initial stages.

DEFINING THE LEVEL CATEGORIES

17. The seven level categories and the residual category of ISCED have been defined as follows:

Education preceding the first level (ISCED level category 0), where it is provided, usually begins at age three, four, or five (sometimes earlier) and lasts from one to three years.

Education at the first level (ISCED level category 1) usually begins, therefore, at age five, six, or seven, and lasts for about five or six years. Allied with these "primary" levels are such related programmes as literacy programmes for older people who are illiterate because of lack of earlier schooling, and programmes with a vocational emphasis for beginners or for those who have completed some primary schooling, although these programmes are not found in all countries.

18. Education at the second level, first stage (ISCED level category 2), begins at about age eleven or twelve and lasts for about three years. Allied with this core of lower secondary schooling is a wide variety of out-of-school programmes for adults and young people most of them being vocational programmes that require as a minimum for entrance the equivalent of some five or six years of full-time schooling. These include programmes of training for jobs requiring relatively elementary skills, some apprenticeship programmes, and some simple medical auxiliary programmes.

Education at the second level, second stage (ISCED level category 3), begins at about age 14 or 15 and lasts for about three years. Allied with this core of upper secondary school is a wide range of vocational programmes that require as a minimum for entrance the equivalent of some eight years of full-time schooling. These include programmes for semi-skilled and skilled jobs, some apprenticeship programmes, programmes in home economics, secretarial and other "office work" programmes, para-medical programmes, agricultural and similar programmes, and in some countries teacher training programmes.

19. Education at the third level, first stage, of the type that leads to an award not equivalent to a first university degree (ISCED level category 5), begins at about age 17 or 18 and lasts for about three years. Thus, students who have progressed through the regular school system to complete these programmes are ready to enter employment at about age 20 to 21. Allied to this core is a very great variety of programmes of a more "practical" orientation than those that lead to a university degree or the equivalent. They are typically specialized in subject matter, presented at a level that requires the equivalent of full second-level education for their mastery, and they provide an education leading to highly skilled and responsible employment. Many of the programmes are part-time, evening, sandwich courses, and refresher courses.

Education at the third level, first stage, of the type that leads to a first university degree or equivalent (ISCED level category 6), also begins at about age 17 or 18 and lasts for about four years. Thus, students who have progressed through the school system to complete their first degrees are ready for employment or for postgraduate study at about age 21. Allied to this core are programmes usually organized and operated by professional societies (e.g., engineering, accountancy, actuarial, law, pharmacy) which in many countries are part of the typical university programmes. Professional programmes of this kind are included at this level even when no university degree is involved. University level programmes intended especially for adults (such as the Open University in the United Kingdom) will also be classified as ISCED level category 6.

Education beyond this level is classed as at the third level, second stage, i.e., at ISCED level category 7.

20. Other programmes and courses of out-of-school education for which no explicit or implicit prior education is required (except those for illiterate adults included in level category 1) are classified in category 9, Education not definable by level. All such programmes and courses will be outside the core of education given in the school and university system, though some may take place in school or university premises. They often cater for students with widely different educational experience but with a common interest in the subject of the course. Most are part-time and of short duration, many are intended to increase knowledge and understanding for their own sake or to develop skills for recreational purposes, and some may be used to acquire further vocational qualifications.

SUBJECT-MATTER CATEGORIES

21. Within the levels as defined in ISCED, courses of education are grouped by subject-matter, in a two-tier system consisting of broad fields (each identified by a three-digit code number, the first digit represents the level category while the second and third digits represent the field), and programmes or programme groups (each identified by the full five digit code number).

22. In education preceding the first level (ISCED level category 0), the subject-matter content of programmes is less important than the kinds of activities pursued. The programmes are intended primarily to introduce very young children to a school-type environment.

23. In education at the first level (ISCED level category 1), the subjects studied and activities pursued are much the same everywhere, but provision is made in the various fields and programmes for the very special needs of students with physical and mental handicaps that necessitate modification of the usual methods of presenting material and promoting learning and progress. Special fields and programmes are, however, designed for young people and adults with no previous education who require programmes related to their needs and experience. It is because these programmes have to be so specially adjusted that they are designated as separate entities in ISCED, although they are not found in all countries.

24. In education at the second level, first stage (ISCED level category 2) subject specialization may make a tentative appearance. For young students having some five years of elementary schooling, the great majority of programmes in most countries continue the pattern of general education begun at elementary school. The main difference in their educational experience is a gradual change

in emphasis in the unit or project approach to present some material in a subject-matter form. This usually occurs with the introduction of some specialized teachers for subjects like science (nature study), a foreign language, music. This is not recognized as subject specialization on the students' part but is merely a preliminary step in that general direction. In many countries this level category is found in the same institution as the first level.

25. In some countries, programmes that depart somewhat from "general" education are available for young pupils at the first stage of the second level. These are not highly specialized programmes, but usually cover some of the general programme with less emphasis, e.g., on language, history, and social studies, and correspondingly more emphasis on commercial, agricultural, forestry, fishery, home economics, trade, craft, or industrial subjects. It should be emphasized again that these departures from the general programme at this level for young pupils are not widespread, but they are used in some countries where opportunities for general primary education are not available to all the young people. Similarly, programmes in teacher training do occur, but only in some countries. They usually represent a transitional stage in the development of educational facilities for areas in which educational opportunities have been scarce. Subject specialization at the second level, first stage, for adults and school leavers who are pursuing programmes of education (often part-time) having some connexion with present or prospective employment is common in most countries. In the case of adults, subject specialization generally means the development of courses and programmes with an almost exclusively "practical" orientation. For all fields and programmes at this level, provision is made in many countries for special instruction to handicapped and other special students.

26. In education at the second level, second stage (ISCED level category 3), i.e., programmes based upon some eight years of previous schooling, subject specialization often begins to have some influence even on the educational experience of those pursuing a "General Programme". This means that some variations in subject-matter content of courses are expected to occur even within programmes included in the group General Programmes (301). So long as a programme is primarily composed of courses included in the general school syllabus at this level it should be assigned to one of the General Programme groups in 301. Programmes designated as those that qualify students for university entrance without any special subject prerequisite (as is the practice in many countries) are obviously General Programmes. Not all General Programmes, however, are of this type. Some may omit an essential university subject and may substitute some commercial, technical, fine arts or domestic science course but if the programme is primarily composed of the general syllabus it is a General Programme in 301. Of course, most general programmes are designed for and attended by young students who are progressing through the school system, but at this level programmes of the same kind designed to upgrade the previous education of adults desiring to enter university are not uncommon.

27. Subject-matter specialities expected to be found at this level are indicated by the list of fields and programme groups in ISCED. Almost all the programmes contain some courses such as literature, mathematics or science found in the general syllabus, but typically, they are concentrated on courses related to the particular field of specialization. For adults and young people who have left school, subject specialization is generally associated with present or prospective employment. Subject specialization in this case can mean concentration on background knowledge as well as the techniques and methods required to master a particular combination of duties or tasks. The range of subject matter may be

quite broad or very narrow and the degree of vocational specialization correspondingly wide so that the aim of a programme can vary from preparation for a general field of employment, e.g., 33401 General Commercial Programmes (for a range of office work) to a very specific job, e.g., 33422 Programme in the Operation of Office Machines (the technique of operating a specific office machine). As a rule, the short-term (and often part-time) purely vocational programmes are highly specialized in both objectives and contents. For all the fields and programmes at this level, provision is made in many countries for special instruction to handicapped and other special students.

28. In education at the third level, first stage, of the type that leads to an award not equivalent to a first university degree (ISCED level category 5), subject-matter specialization is different in both concept and scope from that in the second level of education. Students who have reached this point in the educational process (i.e., who have had the equivalent of about eleven full years of schooling) can be considered to have received a good basic education. They are now ready to undertake specialized study of a subject or group of related subjects in a programme leading to some subject-matter expertise. In terms of the more specific vocational specialities, these programmes are designed with sufficient subject-matter depth so as to qualify graduates for highly skilled jobs or for entry into positions offering good career prospects.

29. Few programmes are designated as "general" at this level category and no provision is made for a field equivalent to 301 General Programmes at the second level, second stage. The omission of Category 501 is significant in that it underlines the kind of subject-matter groupings found in most countries at this level.[3] They tend to be specialized in terms of subject content (e.g., economics, accountancy, chemistry), specific vocational objective (e.g., teacher training, translation, optometry, architecture), broad vocational interest (e.g., agriculture, home economics, public administration, civil engineering), training on the job or for a particular job (e.g., railway operating trades, graphic arts, fire protection and fire fighting, police work). Many of the programmes are conducted for students seeking careers or employed in the field. Other programmes are of a non-vocational nature (e.g., creative writing, household arts, religion, fine and applied arts). Thus the kind of speciality found at this level is diverse and it applies to subject matter as well as to a combination of subject and vocational information.

30. The content of programmes under a particular subject-matter designation may be quite diverse. For example, a general programme in mathematics need not be confined to courses under the general heading of mathematics, although some may be. Usually such a programme contains a selection of courses from such fields as natural sciences, social science or humanities. Similarly, a programme in chemistry will usually contain some mathematics, physics, biological science, social science or humanities. The borderline between these classes of subjects is not at all precise and to master one of them usually requires some understanding of others. The headings of the groups of programmes in ISCED refer to major subjects or to vocational objectives usually associated with the programmes. They are not intended to imply exclusive attention to courses in a particular subject or necessarily a particular vocation.

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3) "General" programmes in this level category are assigned to the residual programme group, 58999, because of their relative unimportance numerically. General programmes given in some countries in secondary and post-secondary institutions and recognized by the universities as equivalent to the first or the first two years of the corresponding university programme, are included in level category 6.

31. In education at the third level, first stage, of the type that leads to a first university degree or equivalent (ISCED level category 6), most programmes are specialized in terms of subject matter in that the major subject studied is usually specified. At this level provision is also made in ISCED for a field of General Programmes (601) with no special subject emphasis, or with some such emphasis, but those with such emphasis are still general and not specialized programmes. Field 601 General Programmes is not found in all countries or necessarily in all university degree or equivalent lists of programmes in any country. Being an international classification system, ISCED makes some provision for all known existing programmes and the general programmes are sufficiently important to merit a separate field. They cover two principal types of programme. One is the case in which the first year (and sometimes the first two years) of university studies consist of a general programme which is largely prescribed. This is less common now than it was some years ago, but is still found, particularly when the early years of university degree-type studies can be taken outside the universities themselves. Facilities for specialized study may not be so readily available under these conditions. The second type of programme is the straightforward general programme which is an expanding phenomenon in universities in a number of countries. In these programmes students follow a wide variety of subject matter from which they can choose courses in various fields. They are different from the "General Programmes" specified, usually first, under many ISCED fields (e.g., 61801, 62201, 63001, etc.). These last cases are specialized in the sense that a major subject field has been specified in connexion with the students' programmes and the major field figures prominently in the courses of study. In most countries, fields where general programmes are not numerically important (e.g., natural sciences and engineering) are included in the residual programme group of the field concerned.

32. Subject-matter specialities and professional fields specified in level category 6 of ISCED generally follow the usual university type of subject specialization. This differs from the administrative organization of many universities which may be in terms of "colleges" or "campuses". Subject specialization in some cases may be grouped around subdivisions of the university or its constituent colleges under such headings as "schools", "faculties", or "departments", but the range of subject-matter within such a subdivision tends to depend upon the size of the university. Thus, in a small university or college a faculty of "arts and sciences" may include the humanities, social sciences, and natural sciences, while in a larger institution separate subdivisions of the humanities, social sciences, and natural sciences will often be found. The subject-matter categories in ISCED are intended to be independent of all such variations in institutional arrangements. For purposes of classifying enrolment, teaching staff, finance items or any other factors, the courses, programmes or fields of study concerned are assigned on the basis of major subject content. The range of courses within a programme may be quite wide even when the programme is designated as specialized, e.g., as a programme in political science, astronomy, or philosophy. In programmes of this type students commonly study a variety of courses more or less related to the major subject. At this level, however, the programmes directly toward qualification for particular professions (i.e., the more applied programmes in fields such as medicine, law, engineering and agriculture) tend to be more set in course content with few "outside" subjects.

33. Subject specialization is much more prevalent and intensive at level category 7 - Education at the third level, second stage, of the type that leads to a postgraduate university degree or equivalent, than at any other level. Here the programmes of postgraduate study tend to reflect specialization within the subject area not

only for subjects in the humanities, social sciences and natural sciences but also in fields relating to particular professions such as medicine, law and engineering. Furthermore, the programmes are of two main types, i.e., those that are an extension of programmes leading to the first university degree and consisting primarily of course work, and those that consist primarily of independent research work. Despite the greater specialization and variety of programmes, the subject-matter categories in ISCED at this level are mainly the same ones specified for level category 6. It would be possible to specify more detailed groups of programmes and in a national classification system the additional detail would be very useful. For international purposes, however, it is unlikely that more detailed reporting of useful data would be secured merely by designating items in ISCED. The greater detail in ISCED, when applied to the variety of programme content found around the world, could result in a much higher proportion of cases straddling ISCED categories. Under these conditions the reporting from country to country and from year to year would likely lack stability. Although the subject categories and the rules for assigning programmes to them are consistent with level category 6, it is clear from the above that the variety of programmes included in the groups of programmes and fields at this level will be richer. Thus, the interpretation of national differences and changes in programme content at this level will tend to be more complicated and separate additional tabulations of statistics may be needed.

34. Programmes in level category 9, Education not definable by level, are extremely diversified and specialized in their subject matter, partly because they are planned to meet the varied and specific needs and interests of many small groups of adults and young people, and partly because they are not bound by the curricula or disciplines of the school and university system. Course subject matter ranges from academic study to practical-skill training, and includes many programmes related to the hobbies or general (non-vocational) interests of enrollees. The ISCED classification system divides level category 9 into the same set of fields as other level categories, but because of the extreme diversity and specificity of programmes and courses, subdivision into programme groups has been limited. Further programme groups may be proposed as experience is gained in the application of ISCED.

PROGRAMMES WITH MAJOR SUBJECTS OVERLAPPING ISCED CATEGORIES

35. Although most programmes have one identifiable major subject or are related to qualification for a particular profession, many are designated in terms of two -- and a few in terms of three -- major subjects. When the major subject or subjects of a programme come within the scope of a single ISCED field, there is no allocation problem. If the major subject matter, consisting of two or more major subjects (e.g., mathematics and natural philosophy, or wildlife and fisheries management), is classified in different ISCED fields or programme groups, however, an allocation problem occurs, because, to avoid duplication, each programme of education should be assigned to only one ISCED category in assembling statistics of enrolment, etc. (Of course, a special investigation using ISCED could be based upon special rules appropriate to the purpose, which might include the controlled multiple assignment of programmes that consist of two or more major subjects, but this is a special case.) For ordinary statistical purposes, then, to ensure maximum comparability in the use of ISCED, agreement is required on conventions governing the allocation of programmes having major subjects that overlap ISCED categories. It is therefore recommended that each programme be assigned to that field or programme group in which its principal subject would be placed. The principal subject is taken to be the one to which the enrollee is expected to devote the largest number of "classroom" or equivalent hours (although not necessarily the majority of such hours). If such hours are deemed to be the same for two major subjects in different ISCED categories, the first one named will be taken as the

principal one. For this purpose, "classroom" or equivalent hours are taken to be hours spent in communication with a teacher or teaching agent, e.g., in a classroom, seminar, or discussion group; in an assigned laboratory period, field work or research projects; in preparing assignments in a correspondence programme; in listening to broadcasts in a broadcast programme, and the like. It should not include supplementary study time or reading undertaken by the enrollee on his own initiative, which could not be measured objectively in any case. This kind of allocation problem may be encountered in any level category, but it is met especially in level categories 5, 6 and 7, where subject specialization is most prevalent; and the range of subject matter included in most programmes at these level categories is quite wide even when a single major subject is identified. Thus, for example, a programme in a social science can include courses in natural science, mathematics, the humanities, and law; or a fine-arts programme can include natural science, social science, and technical subjects dealing with the properties of the materials used and the techniques required for their manipulation. As a general rule, programmes leading to qualification in one of the professions are so designated, and although the subject-matter content may be varied, their classification tends to be less complicated.

Chapters II and III relate the educational system of England and Wales to the International Standard Classification of Education (ISCED).

These chapters were prepared by the Department of Education and Science, London. The National Institute of Adult Education assisted in the preparation of the list of formal programmes of adult education.

CHAPTER II

THE EDUCATIONAL SYSTEM OF ENGLAND AND WALES RELATED TO ISCED

CHAPTER II

SECTION (A)

INTRODUCTION

1. This section of the handbook illustrates how the educational system in England and Wales can be related to the main headings of the International Standard Classification of Education (ISCED). The full correlation of all educational "programmes" (in United Kingdom terminology they would be called "courses") in both the public and private sectors of education and training will take time to achieve but it is hoped the following outline will provide the framework for further national work and that it may be of use to other countries when they examine the application of ISCED to educational systems with similarities to that in the United Kingdom. Even within the United Kingdom there are variations between England and Wales, Scotland and Northern Ireland. This outline covers only England and Wales.

2. The educational system in England and Wales has moved a long way from a system in which education at different levels was carried out to a large extent in separate institutions (primary school, secondary school, teacher training college, technical college or university). Particularly at the equivalent of ISCED level category 3 and above it is usual now to find programmes at the same level offered in a number of differently constituted institutions (for example, General Certificate of Education courses in further education colleges, sixth form colleges, grammar and comprehensive schools). On the other hand, the same institution frequently runs programmes at a variety of levels (for example, large colleges of further education cover a full range of programmes from elementary commercial courses to degree level or postgraduate studies). Thus for national statistics it has become necessary to assemble data on programmes on the same level wherever these are held, for example to compile information on aggregates for nursery education, teacher training or degree level work. The level category of education forms one of the main axes of classification in ISCED and the first problem has been to regroup, where necessary, the programmes offered in the regular system of education in England and Wales into ISCED level categories. Following this, courses which have been identified as adult education in ISCED terms have been linked with equivalent courses in the regular system, where possible, and hence also allocated to level categories.

3. Another main axis of classification for ISCED is the "field" of education, and the nearest equivalent to this in the English and Welsh system is the Subject Classification for Education Statistics which was developed for use in the United Kingdom as a whole, but covers a narrower part of education, mainly post-school academic subjects. This classification has been in use since 1967 and will eventually require revision quite apart from ISCED but it will be essential to retain a large degree of continuity with past data. For the purpose of ISCED the problem will be to regroup the categories of the United Kingdom subject classification to match ISCED fields where possible, and where there are areas of incompatibility to revise it, as opportunity presents, to give a closer match with ISCED.

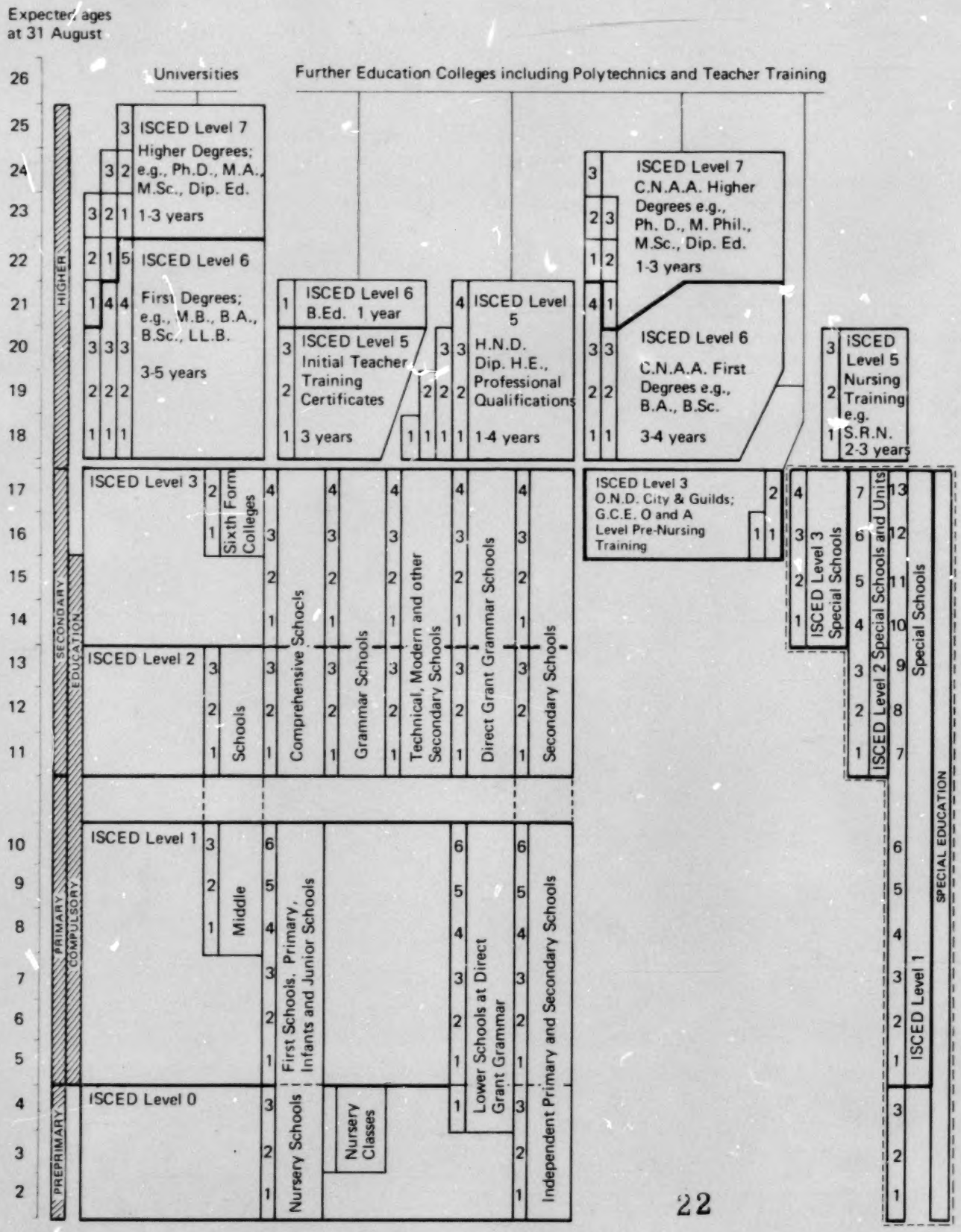
4. The definition of the scope of "adult education" varies a great deal from one country to another and in England and Wales this has recently been defined for the purpose of the Russell Report [7] in quite a different way from that in ISCED. This means that many programmes which are regarded as within the "regular" system nationally but are part of adult education as described in ISCED will have to be identified, and classified as adult for international purposes. This is also an area where a considerable range of programmes, especially those in vocational training, is not administered by the Department of Education and Science (DES), London.

5. Section (b) summarises for the regular education system in England and Wales the classification of the main groups of programmes by ISCED level in the form of a chart. Lists (c) to (f) following the chart set out in rather more detail for regular and adult education, with special education treated as subsets of these, the ISCED three digit codes within each level corresponding to groups of national programmes. Chapter III, Section (a) explains why national programmes have been allocated to particular levels especially where there is doubt about the correct level. Chapter III, Section (b) describes the expected allocation of national programmes to ISCED fields, and especially the correlation of the United Kingdom subject classification to these fields. This is followed in Chapter III, Sections (c) and (d) by some discussion of problems in classification of adult and special education.

ORGANIZATION CHART

REGULAR FULL-TIME SCHOOL AND UNIVERSITY COURSES
UNITED KINGDOM (ENGLAND AND WALES)

Chapter II Section (b)



CHAPTER II

SECTION (C)

LIST OF FULL-TIME[1] REGULAR SCHOOL AND UNIVERSITY EDUCATION COURSES AND CORRESPONDING ISCED CODES UNITED KINGDOM (ENGLAND AND WALES)

ISCED Level Category and Field	
	EDUCATION PRECEDING THE FIRST LEVEL
001	Courses for children under five years of age provided in nursery schools and nursery classes in primary schools.
	EDUCATION AT THE FIRST LEVEL
101	Courses for children from five to ten[2] years of age provided in Infant, Junior, First and Middle Schools.
108 126 134 150 152 162 166 178 189	No regular school courses identified in these Fields.

(1) The definition of full-time includes sandwich courses where a period of study in college or university is broken by a period of industrial training forming part of the course.

(2) Children who have attained five but not eleven years of age on 31st August.

ISCED Level Category and Field	
	EDUCATION AT THE SECOND LEVEL, FIRST STAGE
201	Courses for pupils from 11 to 13[3] years of age provided in Middle, Comprehensive, Grammar and other secondary schools.
214 226 234 250 252 262 266 270 278 289	No regular school courses identified in these Fields.
	EDUCATION AT THE SECOND LEVEL, SECOND STAGE
301	Courses for pupils from 14 to 17 or 18 years of age provided in Comprehensive, Grammar and other secondary schools and generally leading to the Ordinary and Advanced levels of the General Certificate of Education or to Certificates of Secondary Education. Courses at further education colleges for students 16 years of age and over and leading to General Certificate of Education and other qualifications.
314	No regular school or further education course identified in this Field.
318	Courses provided in art and other further education colleges for students 16 years of age and over.
322	Courses provided at further education colleges leading to qualifications awarded by regional examining bodies, e.g., Union of Lancashire and Cheshire Institutes, and other bodies, e.g., Institute of Linguists Intermediate Diploma.

(3) Pupils who have attained 11 but not 14 years of age on 31st August.

ISCED Level
Category and Field

EDUCATION AT THE SECOND LEVEL, SECOND STAGE (continued)

326
334

Courses provided at further education colleges leading to City and Guilds of London Institute Certificates, Ordinary National Diplomas (OND), qualifications leading to membership of professional institutes, college diplomas and certificates, etc., for students 16 years of age and over. Also courses provided by independent further education colleges, e.g., Secretarial Colleges, for students 16 years of age and over.

Courses provided at further education colleges leading to Ordinary National Diploma in Business Studies awarded by Business Education Council.

350

Courses provided at further education colleges for cadet nurses and pre-nursing and various qualifications, e.g., Maternity and Child Welfare Association: Hospital Entrants.

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Courses provided at further education colleges leading to City and Guilds of London Institute Certificates, Ordinary National Diplomas (OND) and Technician Education Council Diplomas. Courses leading to qualifications awarded by regional examining bodies, e.g., Northern Counties Technical Education Council, various college diplomas and certificates. Basic courses of various professional bodies, e.g., Institute of Structural Engineers (Part 1), Institute of Mechanical Engineers (Part 1).

366

Courses provided at further education colleges leading to college certificates and diplomas and awards by regional examining bodies, e.g., Union of Lancashire and Cheshire Institutes and the National Council for Home Economics. Also City and Guilds of London Institute Certificates.

378

Courses at further education colleges leading to City and Guilds of London Institute Certificates, awards by regional examining bodies, e.g., Yorkshire Council of Further Education.

389

Courses provided at further education colleges leading to awards by regional examining bodies, e.g., Yorkshire County Further Education Council (General courses in Science).

ISCED Level Category and Field	
	EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST UNIVERSITY DEGREE
514	Three year courses of initial teacher training provided at further education colleges(4) leading to teacher training certificates.
518	Courses provided in art colleges and other further education colleges leading to college certificates or diplomas, e.g., St. Martin's School of Art, London.
522	Courses provided at further education colleges leading to qualifications of Institute of Linguists.
526	Courses provided at further education colleges leading to various qualifications, e.g., London University: Diploma in Theology.
530	Courses at further education colleges leading to college diplomas and certificates.
534	Courses at further education colleges leading to professional qualifications, e.g., Institute of Chartered Accountants, and Higher National Diplomas in Business Studies awarded by Business Education Council.
538	Courses at further education colleges leading to professional qualifications, e.g., Law Society.
542	Courses at further education colleges leading to various professional qualifications, e.g., Royal Institute of Chemistry.
546	Courses at further education colleges leading to various professional qualifications, e.g., Institute of Mathematics, British Computer Society, etc.
550	Courses for student nurses in hospitals leading to qualifications awarded by Royal College of Nursing (State Registered Nurse).
552 554 558 562 570 578	Courses at further education colleges leading to Higher National Diplomas (HND) and endorsements, qualifications of professional bodies, e.g., Institute of Mechanical Engineers, Higher Diplomas awarded by Technician Education Council.

(4) Former Colleges of Education as now reconstituted as part of the further education college system.

ISCED Level
Category and Field

EDUCATION AT THE THIRD LEVEL, FIRST STAGE OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST UNIVERSITY DEGREE (continued)

566 Courses at further education colleges leading to college diplomas and awards by National Council for Home Economics.

584 Courses at further education colleges leading to college diplomas and professional qualifications, e.g., Library Association.

589 Courses at further education colleges leading to college diplomas or certificates.

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO A FIRST UNIVERSITY DEGREE OR EQUIVALENT

614 One year courses, following a three year initial teacher training course, provided at further education colleges and leading to Bachelor of Education (B.Ed. first degree equivalent).

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Courses for first degrees provided at universities and further education colleges leading to B.A., B.Sc., LL.B., etc., and including first degrees awarded by Council for National Academic Awards.

Courses provided at further education colleges leading to qualifications of professional bodies, e.g., Royal Institute of British Architects.

ISCED Level
Category and Field

EDUCATION AT THE THIRD LEVEL, SECOND STAGE, OF THE TYPE THAT LEADS TO A POSTGRADUATE UNIVERSITY DEGREE OR EQUIVALENT

714 One year teacher training course provided at universities and further education colleges and leading to Diploma of Education (Dip.Ed.) for those students who have achieved a first degree.

718
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746 Courses for higher degrees and research training provided at universities and further education colleges, e.g., Ph.D., M.A., M.Sc.
750
754
758
762
766
784
789

EDUCATION NOT DEFINABLE BY LEVEL

No regular courses identified at this level.

CHAPTER II

SECTION (D)

LIST OF FULL-TIME REGULAR SPECIAL EDUCATION COURSES AND CORRESPONDING ISCED CODES UNITED KINGDOM (ENGLAND AND WALES)

ISCED Level Category and Field	
	EDUCATION PRECEDING THE FIRST LEVEL
001	Courses for handicapped children under five years of age provided in boarding homes and day schools maintained by local education authorities and independent bodies, e.g., Woodcroft Schools Ltd. Courses for handicapped children under five years of age in Hospital Special Schools maintained by local education authorities.
	EDUCATION AT THE FIRST LEVEL
101	Courses for handicapped pupils in special boarding homes and day schools commencing at age of five years. Pupils may follow these courses until the age of 18 years, depending upon severity of handicap. Courses for handicapped pupils from 5 to 18 years of age in Hospital Special Schools.
	EDUCATION AT THE SECOND LEVEL, FIRST STAGE
201	Courses for handicapped pupils in special boarding homes and day schools commencing at age of eleven years. Pupils may follow these courses until the age of 18 years depending upon severity of handicap. Courses for handicapped pupils from 11 to 18 years of age in Hospital Special Schools.
252	Full-time courses at further education colleges in Work Orientation Units for handicapped persons on leaving school.

ISCED Level
Category and Field

EDUCATION AT THE SECOND LEVEL, SECOND STAGE

301 Courses for handicapped pupils 14 to 18 years of age in special boarding and day schools leading to Ordinary and Advanced levels of General Certificate of Education and various technical qualifications.

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST DEGREE

No regular special education courses identified at this level.

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO A FIRST UNIVERSITY DEGREE OR EQUIVALENT

No regular special education courses identified at this level.

EDUCATION AT THE THIRD LEVEL, SECOND STAGE, OF THE TYPE THAT LEADS TO A POSTGRADUATE DEGREE OR EQUIVALENT

No regular special education courses identified at this level.

EDUCATION NOT DEFINABLE BY LEVEL

No regular special education courses identified at this level.

CHAPTER II

SECTION (E)

LIST OF FORMAL ADULT EDUCATION COURSES AND CORRESPONDING ISCED CODES

UNITED KINGDOM (ENGLAND AND WALES)

ISCED Level
Category and Field

EDUCATION PRECEDING THE FIRST LEVEL

No formal adult education courses identified at this level.

EDUCATION AT THE FIRST LEVEL

Courses provided by local education authorities.

Courses provided by Royal Army Educational Corps for a limited number of new recruits to the Army.

108 Courses provided by the Prison Department of the Home Office for illiterates and semi-illiterates in Borstals and Prisons.

Courses provided by voluntary bodies, i.e., British Association of Settlements, Cambridge House Literacy Scheme, Advisory Committee for the Education of Romany and Other Travellers (ACERT).

EDUCATION AT THE SECOND LEVEL, FIRST STAGE

No formal adult education courses identified at this level.

EDUCATION AT THE SECOND LEVEL, SECOND STAGE

Part-time courses provided at further education colleges and Evening Institutes leading to Ordinary and Advanced levels of the General Certificate of Education (GCE) and other courses. Similar courses provided by Correspondence Colleges.

301 Courses provided by the Army, Navy and Air Force for in-service training for Forces General Certificate of Education, etc.

Courses provided by Prison Department of the Home Office in Prisons and Borstals leading to Ordinary level of the General Certificate of Education (GCE) and Royal Society of Arts qualifications.

ISCED Level
Category and Field

EDUCATION AT THE SECOND LEVEL, SECOND STAGE (continued)

314

Part-time courses provided at further education colleges leading to teaching certificates for Evening Institute Teachers.

Full-time and part-time courses at further education colleges leading to teaching certificates of the City and Guilds of London Institute.

318

Part-time courses at art and other further education colleges leading to qualifications of regional examining bodies, e.g., Union of Lancashire and Cheshire Institutes, Surrey Diploma in Art.

Part-time courses at Evening Institutes.

322

Part-time courses provided at further education colleges leading to qualifications of regional examining bodies, e.g., Union of Lancashire and Cheshire Institutes, also qualifications of professional bodies, e.g., Institute of Linguists Intermediate Diploma.

Part-time courses at Evening Institutes.

326

Part-time courses provided at further education colleges leading to university qualifications, e.g., Religious Diploma, Cambridge; Certificate of London University-Proficiency Religious Knowledge.

Full-time probationary courses of Baptist Union.

Baptist Union correspondence course in Christian Discipleship.

Part-time courses provided by Congregational and Presbyterian Churches for Lay Preacher Certificate.

334

Part-time courses provided at further education colleges leading to Ordinary National Certificates (ONC), City and Guilds of London Institute Certificates, and preliminary examinations of professional bodies, e.g., Institute of Company Accountants, Intermediate examination.

Part-time courses provided at further education colleges leading to certificates awarded by Business Education Council.

Courses provided at Correspondence Colleges leading to preliminary qualifications of various professional bodies, e.g., Institute of Bankers Diploma, Intermediate examination.

ISCED Level
Category and Field

EDUCATION AT THE SECOND LEVEL, SECOND STAGE
(continued)

350	Part-time courses provided at further education colleges leading to preliminary examinations of professional bodies, e.g., Society of Radiographers, Part 1.
352	Part-time courses provided at further education colleges leading to Ordinary National Certificates (ONC), City and Guilds of London Institute Certificates and awards by regional examining bodies, e.g., Union of Lancashire and Cheshire Institutes; Northern Counties Technical Examinations Union.
354	Part-time courses provided at further education colleges leading to certificates awarded by Technician Education Council. Full-time courses provided by Industrial Training Boards and Government Skill Centres. Full-time courses for retraining of adult workers and unemployed. In-service training courses provided for personnel in the Army, Navy and Air Force.
362	Full-time and part-time courses provided at further education colleges leading to Ordinary National Certificates (ONC), City and Guilds of London Institute Certificates and awards by regional examining bodies, e.g., Yorkshire Council for Further Education.
366	Part-time courses provided at further education colleges leading to certificates awarded by National Council for Home Economics, Union of Lancashire and Cheshire Institutes. Part-time courses provided at Evening Institutes.
370	Part-time courses provided at further education colleges leading to City and Guilds of London Institute Certificates, also preliminary examinations of professional bodies, e.g., Intermediate examinations of Chartered Institute of Transport; Institute of Shipping and Forwarding Agents. Full-time and part-time courses provided at further education colleges for officers and seamen of the Merchant Navy, Trawlermen, Yachtmasters leading to Department of Trade and Industry Certificates of Competence. Correspondence courses provided by Seafarer's Education Service for professional study.

ISCED Level
Category and Field

EDUCATION AT THE SECOND LEVEL, SECOND STAGE (continued)

Part-time courses provided at further education colleges leading to City and Guilds of London Institute Certificates and awards of regional examining bodies, e.g., Union of Lancashire and Cheshire Institutes.

378 Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of Incorporated Guild of Hairdressers, Wigmakers and Perfumers; Institute of Travel Agents; Wines and Spirits Association.

Part-time courses at further education colleges leading to certificates of Business Education Council.

389 Part-time courses at further education colleges leading to City and Guilds of London Institute Certificates, e.g., Nautical Science. Also part-time courses at these colleges leading to Ordinary National Certificates (ONC), e.g., Work Study, Quality Control.

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST DEGREE

Full-time supplementary (1 year) and short courses (1 term) for serving teachers and initial training for technical teachers (3 years) in further education colleges.

514 Part-time courses in further education colleges leading to various certificates and diplomas in education for serving teachers.

Full-time refresher/conversion (qualifying to teach in another subject or at different level, e.g., secondary from primary) for married women returning to teaching.

518 Part-time courses provided at art and other further education colleges leading to college certificates and diplomas.

Full-time and part-time courses provided by independent educational establishments, e.g., Language Colleges.

522 Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., Institute of Linguists: Fellowship (Final).

ISCED Level
Category and Field

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST DEGREE (continued)

526 Full-time courses provided at Theological Colleges of the Church of England, Presbyterian Church, Methodist Church, etc., leading to the General Ordination Examinations etc., of these Churches.

530 Part-time courses provided at further education colleges leading to university and college diplomas.

Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of Institute of Marketing and Sales Management.

534 Full-time and part-time courses provided at management, secretarial and correspondence colleges leading to examinations of professional bodies, e.g., final examinations of Institute of Works Managers.

Part-time courses provided at further education colleges leading to certificates in Distributive Management Principles, Office Studies.

Part-time courses provided at further education colleges leading to Higher National Certificate in Business Studies awarded by Business Education Council.

538 Courses provided by correspondence colleges leading to examinations of professional bodies, e.g., final examinations of Institute of Legal Executives (Fellow)

Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., Law Society, Part 1 (an intermediate examination).

542 Part-time courses at further education colleges leading to Higher National Certificates (HNC) and to examinations of professional bodies, e.g., final examinations of Society of Cosmetic Chemists in Great Britain.

546 Part-time courses at further education colleges leading to Higher National Certificates (HNC) and to examinations of professional bodies, e.g., final examinations for Mathematics (Technology) Diploma of Mathematics Association; British Computer Society (Fellow).

550 Full-time and part-time courses provided at further education colleges leading to Certificates of Royal College of Nursing, e.g., Clinical Teaching/District Nurse Tutor.

Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of Royal Society of Health; Society of Radiographers (Diploma).

ISCED Level
Category and Field

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST DEGREE (continued)

Part-time courses provided at further education colleges leading to Higher National Certificates (HNC), Technicians Certificates of City and Guilds of London Institute, various college diplomas.

552 Part-time courses provided at further education colleges leading to Higher Certificates awarded by Technician Education Council.

Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of the Association of Dispensing Opticians (Fellow).

Part-time courses provided at further education colleges leading to Higher National Certificates (HNC), Technicians Certificates of City and Guilds of London Institute, various college diplomas, e.g., South East London Technical College Diploma: Industrial Engineering.

554 Part-time courses provided at further education colleges leading to Higher Certificates awarded by Technician Education Council.

Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of Institute of Highway Engineers (Member, Fellow, Diploma).

Part-time courses provided at further education colleges leading to Higher National Certificates (HNC).

558 Also part-time courses at these colleges leading to examinations of professional bodies, e.g., final examination for qualification as Fellow of Building Surveyors Institute.

Full-time courses provided at agricultural colleges leading to national diplomas, e.g., National Diploma in Dairying, National Diploma in Agriculture.

562 Part-time courses at further education colleges leading to City and Guilds of London Institute Certificates.

Part-time courses provided at further education colleges leading to college diplomas, e.g., Isleworth

566 Polytechnic Diploma in Home Economics, and diplomas awarded by National Council for Home Economics Education.

ISCED Level Category and Field	
	EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST DEGREE (continued)
570	Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of Institute of Traffic Administration; Chartered Institute of Transport. Part-time courses provided at further education colleges leading to City and Guilds of London Institute Certificates.
578	Part-time courses provided at further education colleges leading to examinations of professional bodies, e.g., final examinations of Institute of Purchasing and Supply; Institute of Marketing; Institute of Export.
584	Part-time courses provided at further education colleges leading to college diplomas, e.g., Polytechnic of Central London: Diploma in Communication Studies. Full-time courses provided by the National Council for the Training of Journalists leading to Proficiency Certificates awarded by that body.
589	Full-time and part-time courses provided at further education colleges leading to college diplomas, e.g., Polytechnic of North London: Diploma in Social Work, and to final examinations of other bodies, e.g., Council for Training in Social Work, Youth Employment Service Training Board. Full-time course in moral welfare work provided for mature students and experienced residential workers at Josephine Butler College under the auspices of the Churches and Salvation Army. Full-time courses provided by Ruskin, Plater or Manchester Colleges leading to Special Diploma in Social Studies.
	EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO A FIRST UNIVERSITY DEGREE OR EQUIVALENT
614	Full-time and part-time teacher training courses at universities and further education colleges leading to Bachelor of Education (first degree equivalent) for in-service teachers.

ISCED Level
Category and Field

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO A FIRST UNIVERSITY DEGREE OR EQUIVALENT (continued)

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Part-time courses at universities and further education colleges leading to first degrees, e.g., B.A., B.Sc., LL.B.

Part-time courses at further education colleges leading to final examinations of professional bodies, e.g., Royal Institute of British Architects; Institute of Chartered Accountants; Institute of Civil Engineers.

Courses provided by Correspondence Colleges leading to university first degrees and equivalent awards by professional bodies.

Courses for first degrees at Open University.

Courses for first degrees at Birkbeck College, London.

EDUCATION AT THE THIRD LEVEL, SECOND STAGE, OF THE TYPE THAT LEADS TO A POSTGRADUATE DEGREE OR EQUIVALENT

Special courses provided at further education colleges mainly for graduate in-service teachers.

714 Full-time and part-time courses at universities leading to Master of Education (M.Ed.) mainly for in-service teachers.

Full-time and part-time courses at universities leading to postgraduate certificates of education mainly for in-service teachers.

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Part-time courses at universities and further education colleges for higher degrees and diplomas, e.g., Ph.D., M.A., M.Sc.

Courses for higher degrees at Birkbeck College, London.

Courses for higher degrees at Open University.

ISCED Level
Category and Field

EDUCATION NOT DEFINABLE BY LEVEL

901

Full-time courses provided at adult education residential colleges and adult education centres by local education authorities, extra-mural departments of universities and the Welsh National Council of Y.M.C.A.

Part-time courses provided by voluntary organizations e.g., Young Women's Christian Association (YWCA) and Young Men's Christian Association (YMCA).

914

Part-time courses provided by universities for certificates and diplomas in adult education.

Courses at Maria Montessori Training Centre in child development and education.

Short full-time courses provided by Sports Council for training of instructors and coaches in co-operation with sports associations, e.g., Amateur Athletic Association (AAA).

Short full-time courses (summer schools) provided at adult education residential colleges and centres by local education authorities, extra-mural departments of universities, Workers Educational Association.

918

Short full-time and longer courses provided at adult education residential colleges and centres by local education authorities and Workers Educational Association.

Part-time courses provided at Evening Institutes.

Week-end and vacation courses provided by Rural Music Schools, English Folk Dance and Song Society, British Federation of Music Festivals.

Courses provided at Y.M.C.A. residential colleges.

Part-time courses provided by Embroiderers' Guild and also at West Dean College, Chichester.

922

Full-time courses provided at adult education residential colleges for one or two years duration and short full-time courses (summer school, etc.) and week-end courses at residential colleges and adult education centres.

Part-time courses at Evening Institutes and Community Colleges.

926

Full-time and part-time courses provided at adult education residential colleges and centres, e.g., Hawkwood College and Spode House.

Courses provided by extra-mural departments of universities and Workers Educational Association.

Full-time courses at Y.M.C.A. residential colleges.

ISCED Level
Category and Field

EDUCATION NOT DEFINABLE BY LEVEL (continued)

930

Full-time and part-time courses provided at adult education residential colleges and centres.
Part-time courses provided at Evening Institutes.
One week residential summer schools provided by Workers Educational Association and Trades Union Congress Educational Trust for young trade unionists.
Short full-time courses provided at Trade Union Congress Training College.
Courses provided by extra-mural departments of universities.

934

Full-time courses at adult education residential colleges for personnel and business management, e.g., Ashridge Management College.
Short full-time residential courses of in-service training for local authority personnel, e.g., Easthampstead Park Educational Centre.
Part-time courses provided at Evening Institutes.
Part-time courses provided at further education colleges in social and community work for employment officers, etc., of local government.

938

Full-time and part-time courses provided at adult education residential colleges and centres.
Courses provided by extra-mural departments of universities and Workers Educational Association.

942

Full-time and part-time courses provided at adult education residential colleges and centres.
Also short full-time courses provided by Field Studies Council at adult education centres run by the Council.
Courses provided by extra-mural departments of universities.

946

In-service training courses in computer programming and general office training in computer work provided by manufacturing firms and their customers, e.g., courses within the Civil Service.

ISCED Level
Category and Field

EDUCATION NOT DEFINABLE BY LEVEL (continued)

950	Part-time courses in first aid to sick and injured persons provided by St. John's Ambulance Brigade and Red Cross Society. In-service training for personnel of local authority ambulance services. Refresher courses provided in hospitals for doctors and nurses.
952	In-service training by commercial and industrial firms, e.g., Cadbury's, Imperial Chemical Industries.
954	Courses arranged by industrial consultants and by professional associations, e.g., Institute of Personnel Management; Institute of Industrial Supervisors. Courses provided by Industrial Training Boards.
958 962	No adult education courses identified in these Fields.
966	Part-time courses provided at Evening Institutes. Short full-time courses at adult education residential colleges and adult education centres. Part-time courses provided by National Federation of Women's Institutes and Townswomen's Guilds.
970	Short full-time courses at adult education centres. In-service training courses provided to personnel in Post Office.
978	In-service training courses provided by commercial firms, e.g., Boots the Chemists. Courses provided by Industrial Training Boards.
984	Full-time courses provided at adult education residential colleges and adult education centres.
989	Part-time courses provided at adult education centres, e.g., yoga, pre-retirement courses. Full-time courses at National Police College. Part-time courses in physical training and education provided by the Women's League of Health and Beauty. Part-time courses in physical training and education provided by the Keep Fit Association. Courses provided by the Outward Bound Schools.

CHAPTER II

SECTION (F)

LIST OF ADULT SPECIAL EDUCATION COURSES AND CORRESPONDING ISCED CODES UNITED KINGDOM (ENGLAND AND WALES)

ISCED Level Category and Level	
	EDUCATION PRECEDING THE FIRST LEVEL
	No adult special education courses identified at this level.
	EDUCATION AT THE FIRST LEVEL
108	Part-time courses provided at further education colleges in Work Orientation Units for handicapped school leavers.
	EDUCATION AT THE SECOND LEVEL, FIRST STAGE
	No adult special education courses identified at this level.
	EDUCATION AT THE SECOND LEVEL, SECOND STAGE
301 334 352	Special full-time courses provided at further education colleges for handicapped students over 16 years of age and leading to Ordinary and Advanced levels of the General Certificate of Education, Royal Society of Arts Certificates, City and Guilds of London Institute Certificates, National Diplomas, etc., e.g., National Star Centre for Disabled Youth, Ullenwood Manor, Cheltenham.
	EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST UNIVERSITY DEGREE
	No adult special education courses identified at this level.

ISCED Level
Category and Field

EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO A FIRST UNIVERSITY DEGREE OR EQUIVALENT

No adult special education courses identified at this level.

EDUCATION AT THE THIRD LEVEL, SECOND STAGE, OF THE TYPE THAT LEADS TO A POSTGRADUATE DEGREE OR EQUIVALENT

No adult special education courses identified at this level.

EDUCATION NOT DEFINABLE BY LEVEL

No adult special education courses identified at this level.

CHAPTER III

PROBLEMS AND DECISIONS

CHAPTER III

SECTION (A)

ALLOCATION OF PROGRAMMES IN ENGLAND AND WALES TO ISCED LEVEL CATEGORIES - PROBLEMS AND DECISIONS

1. In the system of education found in England and Wales compulsory schooling starts at age five (although some children may attend for one or two terms before they attain their fifth birthday) and takes place initially in primary schools which provide six years basic general education (up to age eleven). A class of children is usually taught by the same teacher for most of the time. Primary schools are often divided into infant schools covering the first two years (for children aged five-seven) and junior schools covering the next four years (for children aged seven-eleven). These primary schools correspond to ISCED level category 1. After about six years of education at level category 1 (at age eleven), the children transfer to secondary schools (usually comprehensive or secondary modern or grammar schools) where some subject specialisation is introduced although the course is still of a general nature for the first three years. The pupils will normally be taught by several different teachers during each week. These secondary schools correspond to ISCED level categories 2 and 3 (see below). In some areas schools are organised on a different basis and middle schools have been introduced which span the normal primary/secondary transfer age. The education received in the earlier years in these schools is similar to that received in the primary schools but in the later years it is more similar to that received in the first years of secondary schools. Similarly many independent schools span the normal primary/secondary transfer age. In allocating programmes to the ISCED level categories it has therefore been decided that, as well as all primary school children, all pupils in other schools (except special schools where there may be some retardation) should be classified by analogy with primary school children, i.e., those in the first six years of compulsory education will be allocated to ISCED level category 1 (in England and Wales terms this means "those who have not reached the age of eleven by the beginning of the school year"). Pupils in these other schools who have undergone longer periods of compulsory education (i.e., who have reached the age of eleven or more by the beginning of the school year) will be allocated to ISCED level categories 2 or 3 as for secondary school pupils.

LEVEL CATEGORIES 2 AND 3

2. The secondary school system in England and Wales covers five years of compulsory schooling (for pupils aged 11-16) and may also provide courses beyond this for older pupils up to age 18. There is a pronounced break in secondary school education following the General Certificate of Education (GCE) Ordinary (O) level or Certificate of Secondary Education (CSE) examinations (normally taken at age 16 in up to eight or nine different subjects). After this pupils stay on voluntarily and select a few subjects, up to four or five, normally with a view to taking the GCE Advanced (A) level examinations. However, it is now recognised that there is also something of a natural break during what is normally the first five years of secondary education, and this occurs after the first three years, followed by two years, when further subject specialisation is introduced, devoted specifically to preparation for 'O' level or CSE.

3. The major criteria for determining whether programmes fall in ISCED level categories 2 or 3 are age and length of previous schooling on the one hand and degree of subject specialisation on the other. On the basis of the first of these, the dividing line appears to fall most naturally at the end of three years of secondary school(when pupils are normally aged about 14) and have had nine years compulsory schooling. On the basis of the second, subject specialisation, the last two years of an 'O' level or CSE course require the division of the general programme into distinct subjects taught by different teachers and some selection of subjects. The nature of the programme in the last two years before 'O' level or CSE appears to correlate better with ISCED level category 3 than with ISCED level category 2. It has therefore been decided that ISCED level category 2 is equivalent to the first three years of secondary education (for pupils aged 11-14). Level category 3 is equivalent to the last two years of compulsory schooling (when the pupils are aged 14-16 and are normally following 'O' level or CSE courses) and also to the two years beyond 'O' level or CSE usually for pupils studying for 'A' level examinations. In independent schools and in areas where the secondary school organisation does not follow the same pattern the programmes followed by pupils with a certain number of years of compulsory education (in England and Wales terms this means "pupils of a particular age") are usually similar to those followed by children with the same number of years of compulsory education (same age) in the system outlined above. It has therefore been decided that in these other schools all pupils who have had between six and nine years of compulsory education (i.e., in England and Wales terms, "those who have attained the age of 11 but have not attained the age of 14 at the beginning of the academic year") are following courses equivalent to ISCED level category 2 and all pupils in these schools who have had more than nine years of compulsory education (i.e., in England and Wales terms, "pupils who have attained the age of 14 at the beginning of the academic year") are following courses equivalent to ISCED level category 3.

4. As an alternative to staying on at school after 16, (the end of compulsory education), a substantial number of young people leave and continue full-time education in further education colleges by taking GCE courses, at both 'O' and 'A' levels. All these courses would be classified as regular education in level category 3. After the completion of compulsory schooling it is also possible to continue full-time education at level category 3 in a great variety of more vocationally oriented programmes in further education colleges in the public sector or in private colleges, especially those for commercial studies. These programmes lead to qualifications such as the Ordinary National Diploma and those awarded by the City and Guilds of London Institute and regional examining bodies.

5. The larger further education colleges also provide courses at level categories 5 and 6, or even 7. The dividing line between level category 3 on the one hand and level categories 5 or 6 on the other fortunately coincides with a division frequently

made for national purposes between further education courses which are classified by the Department of Education and Science (DES), for administrative purposes, as at "advanced" level on the one hand and as at "non-advanced" level on the other. "Advanced" level courses are those which are at an educational level beyond that set for GCE "A" level or Ordinary National Diploma or Certificate and normally requiring entrants to have achieved some GCE "A" level qualifications or the equivalent. Most of the courses provided at further education colleges in the public sector are coded and classified in the DES course code [2] which at present contains a code enabling courses at level category 3 (course code "non-advanced") to be distinguished. The course code has not yet been extended to a number of courses, mainly in level category 3, which include those leading to certificates of the Royal Society of Arts, certain individual college certificates or no recognised qualification. However, appropriate ISCED codes in level category 3 can be assigned.

6. One problem in classifying all post-school courses in the regular system to level category 3 or above is that some secretarial courses, especially those which are full-time but of limited duration may not be at a very high educational level. Nevertheless all of these are for students who have followed at least ten years of full-time schooling and thus fall here in ISCED terms.

7. There remains the problem of identifying courses which should be classified as full-time regular education because they are integrated programmes of theoretical education and "on-the-job" training normally followed by school-leavers, and in which the whole of the training element takes precedence over the normal job priorities. Some apprenticeship schemes may be found to fall in this category, and some students doing part-time further education courses are studying as part of an integrated course (e.g., pre-nursing qualifications).

LEVEL CATEGORY 5

8. Programmes at this level are identified in England and Wales as those which normally start for students who proceed from school or full-time further education courses at about age 18, which require some qualifications at GCE "A" level for entry, but which do not aim at the equivalent of university degree qualifications. These are found in further education colleges and include courses for full-time students leading to the Higher National Diploma or professional qualifications below degree level such as courses in accountancy, pharmacy, etc. The developing two year Diploma of Higher Education (Dip. HE) falls in this category; this is a qualification in its own right, although it may lead with one or two years further study either to teacher training qualifications or to a first degree. It is also proposed that the training for State Registered Nurse (SRN) should be classified in the regular system since, although in the United Kingdom student nurses are paid a wage and not a student grant, the training is essentially full-time education and follows on directly from other regular programmes (e.g., GCE "A" levels or pre-nursing courses) at a minimum entry age of 18.

9. One problem for England and Wales in applying ISCED to courses at level categories 3, 5 and 6 is that nationally sandwich courses are considered as much closer to full-time than to part-time education. The sandwich student is enrolled at the college throughout the course, and during the period in industry, commerce, etc., follows on-the-job training which has to be approved by the college, and is subject to periodical examination by the college tutor. He is regarded as a regular student throughout the period even though paid a wage.

10. Teacher training in England and Wales is provided through a variety of courses, and these are to be found at level categories 5, 6 and 7 in both regular and adult

education. At present most of the courses provided for non-graduates for general teaching are three year courses which are not at degree level and therefore must be classified at ISCED level category 5.

LEVEL CATEGORY 6

11. This level category includes all full-time first degree courses whether "ordinary" or "honours" offered by Universities or by the Council for National Academic Awards (CNAA) which validates the quality of all degrees (including Art degrees) taught at Polytechnics or other further education establishments apart from some London University "external degrees". In addition certain other courses can be identified as equivalent in level to first degree work and should be classified to level category 6. These will include all courses other than teacher training for which students may receive a mandatory award for full-time study (e.g., certain awards in music and drama) together with professional qualifications of equivalent status such as those in law and actuarial science.

12. The University degree courses are listed in the handbook for students issued by the Universities Central Council on Admissions (UCCA) [3] each year where each course is identified and coded. CNAA degrees are also identified and coded in the Further Education Course Code referred to above. Problems of identification will be much greater when, for example, it is necessary to code qualifications of the whole population because many will have older qualifications whose level will be hard to classify. For Great Britain the 1966 Census [4] established lists of qualifications over a certain level divided into three groups which accord fairly closely (but not completely) with ISCED level categories 5, 6 and 7, respectively.

LEVEL CATEGORY 7

13. It is proposed to classify here all programmes for full-time students for which a first degree or equivalent is an essential entry qualification, even though some courses may be vocational in content rather than consisting entirely of high level courses or research. Thus the one year teacher training courses for graduates who wish to enter the teaching profession are included together with certain other one or two year postgraduate courses for other professions such as social work or town planning.

CHAPTER III

SECTION (B)

CORRELATION BETWEEN UNITED KINGDOM SUBJECT CLASSIFICATION FOR EDUCATION STATISTICS AND ISCED FIELDS

14. As explained in Chapter II in order to relate education courses in England and Wales to the 22 fields specified in ISCED, the main area to be studied is the correlation between ISCED fields and the groupings in the United Kingdom Subject Classification for Education Statistics. There are other subject classifications in use in England and Wales, for example, school subjects which are classified for the purpose of the General Certificate of Education, etc., but since at the ISCED three digit level all these are classified as "General Programmes" (ending in code 01) they should present no problems.

15. The present United Kingdom Subject Classification for Education Statistics originated from a "Classification of University Degree Subjects" evolved by a Working Party which met during 1965 to consider the problems of classifying university degrees by the main subject (or subjects) of the course leading to the award of a degree. Parallel with this development a subject classification was prepared for courses in further education establishments. Its main structure conformed closely to that introduced for university degrees. Experience gained in using these two systems and the growing need to provide a universal scheme to embrace other fields of education led to the development of a classification known as the "Subject Classification for Education Statistics" which was first published in 1967. The latest version of this classification was published in the 1972 volume of "Education Statistics for the United Kingdom" and is reproduced as Annex I to this handbook.

16. Although derived from the requirements for university and further education statistics the subject classification is used also in analysing the qualifications of the population, as recorded in population censuses, and in some manpower work; and the basic framework is used for statistics of students on general courses of initial teacher training.

17. The classification is conceptually organised on five stages of aggregation:

1.	Groups	10
2.	Sub-groups	optional (not in use)
3.	Divisions	76
4.	Sub-divisions	optional (mainly those which provide for the additional requirements of further education statistics): 12 of the 76 divisions are further sub-divided into 37 sub-divisions
5.	Subjects	

If one confines the problem in the first place to correlating this United Kingdom classification to ISCED fields, that is down to the third digit only in the ISCED codes, it is clear that only a very approximate concordance is reached by using United Kingdom Groups, as shown in Annex II, and United Kingdom Group 7 (Vocational Studies) spreads across too many ISCED fields to be allocated sensibly. At the next degree of disaggregation, using the 76 United Kingdom Divisions, however, it is possible to relate more closely to ISCED fields, and a provisional correlation is shown in Annex I. "Vocational studies" still present problems, but some important subjects such as mathematics and accountancy can now be allocated to correct ISCED fields. Further down the scale, use of United Kingdom Sub-divisions would sometimes, but not always, assist in coming closer to ISCED.

18. At a later stage the use of five digit ISCED programme groupings will present further problems in a number of cases where the sub-division of an ISCED field is on different lines from that in the United Kingdom classification. Where statistics are collected in such a way that individual courses can be identified, for example for university students and students following courses specified in the list of Courses in Further Education Establishments, a more accurate method of relating these to ISCED fields or programme groups would be to give every course the nearest equivalent ISCED code in addition to that for the United Kingdom classification.

19. The method for relating statistics for England and Wales to ISCED will therefore have to be broadly as follows:

(i) To classify past data to ISCED fields by using the United Kingdom Subject Classification at the "76 Divisions" stage wherever this is possible. The doubtful cases shown in Annex I will be examined further to see where particular Divisions should be classified in the light of data on their major content.

(ii) To revise the United Kingdom Subject Classification as opportunity presents to bring it more into line with ISCED, although there will always be constraints such as the need for continuity with past classification. At the same time, the comprehensive scope of ISCED fields, ranging from elementary general programmes through academic subject fields to vocational groupings should assist the United Kingdom in giving a wider perspective to the present classification.

(iii) When resources permit, to consider the possibility of coding individual courses directly to ISCED 3 or 5 digit groups as well as to the United Kingdom Subject Classification.

CHAPTER III

SECTION (C)

ADULT EDUCATION

20. To assist with identifying adult education as defined for purposes of ISCED it is useful to consider three main areas of education defined as being outside the regular school and university system.

(i) Programmes with a very similar content to full-time courses but spread over a longer period to allow students to attend part-time or in the evenings. All part-time and evening courses are designated as 'adult education' for ISCED although some especially at level categories 3 and 5 may be attended by school-leavers. Thus young people who are released by employers for, say, two days a week to attend further education colleges or training are included here even though nationally this is considered as an extension of their normal education. A special example is the Open University which provides a programme of courses ("modules") leading to first degree level by correspondence, radio, television and short periods of attendence. Full-time courses in the regular system also frequently include a number of older "post-experience" students who are supported by grants from government (student awards or retraining grants), by industry, or privately. The programmes themselves are not classified as "adult" unless designed as in (ii) below entirely or mainly for such students. During the last decade, many "mature" men and women took three year teacher training courses alongside young people straight from school.

(ii) Full-time courses (some may be of fairly short duration) designed specifically for students who have worked after leaving school and then follow a period of study for training, retraining or "refresher" courses. Such courses have been established for example for management studies, for social workers, who were not previously professionally trained, and for teachers who, after working in industry, become teachers of technical subjects.

(iii) Recreational classes run by local education authorities, university extra-mural departments, the Workers Educational Association, etc., which are mainly classified as level category 9. This is the area defined as 'Adult Education' in the Russell Report, and consists mainly of evening sessions, although day classes are also held for those who work part-time or are retired.

21. Courses run by universities and further education colleges under (i) above are readily distinguished since the "mode of attendance" of the student is nearly always known. Programmes under (ii) are not very numerous and have not hitherto been picked out for national purposes, but will now be identified as far as possible. Plans are also in hand for better identification of the area designated as (iii) above. Apart from the public sector of education, however, many courses are run by industry, commerce and other organisations for their own employees, frequently through in-service schemes or the Industrial Training Boards. The identification of all such courses and measuring their extent on the lines of the model described in the Adult Education Manual [5] constitutes a major project for the future.

CHAPTER III

SECTION (D)

SPECIAL EDUCATION

There is special educational provision in England and Wales for handicapped persons in both the regular and adult systems. The majority of the handicapped are educationally sub-normal but many are maladjusted, blind or partially sighted, deaf or partially hearing, physically handicapped, epileptic, delicate, autistic or have a speech defect. (Specifically, reading and writing difficulties are not in themselves regarded as reasons for special educational provision.)

Within the regular system special education courses have been identified in level categories 0, 1, 2 and 3 but not in categories 5, 6, 7 or 9. However, the nature of the handicaps in most cases prevents the persons concerned from progressing to the level category which those of similar ages without handicaps would normally achieve. Thus, most handicapped children never progress beyond level category 1 but a small number especially amongst the blind and physically handicapped may reach level categories 2 or 3. (Some may progress beyond category 3 but so far as is known they attend the same courses as the non-handicapped.) As with the non-handicapped, school attendance is compulsory between the ages of 5 and 16. School provision is usually made in special schools which may spread through level categories 0 to 3, although the bulk of the provision is at level category 1, and include children aged 2 to 18. A number of handicapped children also receive special education in special classes or units attached to ordinary schools. There are also some full-time courses at further education colleges in Work Orientation Units designed to help handicapped persons on leaving school. These are classified to level category 2.

Within the adult education system special courses for the handicapped have been identified only at level categories 1 and 3. They are held at further education colleges, including some which exist solely to provide courses for the handicapped. They cover part-time literacy courses for handicapped school leavers (in level category 1), and General Certificate of Education, Royal Society of Arts, City and Guilds of London Institute, etc., courses (in level category 3).

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UNITED KINGDOM SUBJECT CLASSIFICATION FOR EDUCATION STATISTICS *

(Revised May 1973)

Group	Index No.	Division: Sub-division	Decimal Code	ISCED field most nearly equivalent to each Division
1. Education	1.1	Education	1.1	14/89 (possibly equally suitable)
	1.1.1	Education	1.1.1	
	1.1.2	Physical education	1.1.2	
	1.2	Education with other subjects	1.2	14/89 (possibly equally suitable)
2. Health (medicine and dentistry)	2.3	Medicine	2.1	50
	2.3.1	Pre-clinical studies	2.1.1	
	2.3.2	Clinical medicine	2.1.2	
	2.4	Dentistry	2.2	50
	2.4.1	Pre-clincial denistry	2.2.1	
	2.4.2	Dentistry (n.e.s.)	2.2.2	
	2.5	Pharmacy	2.3	50
	2.6	Pharmacology	2.4	50
	2.7	Other studies allied to (medicine and) health	2.5	50
3. Technology (and engineering)	3.8	Aeronautical engineering	3.1	54
	3.9	Chemical engineering	3.2	54
	3.9.1	Chemical engineering (n.e.s.)	3.2.1	
	3.9.2	Chemical technology	3.2.2	
	3.9.3	Fuel technology	3.2.3	
	3.10	Civil engineering	3.3	54
	3.10.1	Civil engineering (n.e.s.)	3.3.1	
	3.10.2	Building	3.3.2	
	3.11	Electrical engineering	3.4	54 but see also 46, 52, 70
	3.12	Mechanical engineering	3.5	54 but see also 52
	3.12.1	Mechanical engineering (n.e.s.)	3.5.1	
	3.12.2	Agricultural engineering	3.5.2	
	3.12.3	Automobile engineering	3.5.3	
	3.12.4	Marine engineering	3.5.4	
	3.12.5	Naval architecture	3.5.5	
	3.13	Production and control engineering	3.6	54
	3.14	Mining	3.7	54
	3.15	Metallurgy	3.8	54 but see also 42, 52
	3.16	(General and) other engineering subjects (including combinations of engineering subjects)	3.9	54
			3.10	54 but see also 58
	3.17	Surveying	3.11	52
	3.18	General technology and manufacture		
	3.18.1	General technology and manufacture (n.e.s.)	3.11.1	
	3.18.2	Clothing (and footwear)	3.11.2	
	3.18.3	Food technology (and manufacture)	3.11.3	
	3.18.4	Printing (and book production)	3.11.4	
	3.18.5	Textile technology (and manufactures)	3.11.5	
	3.19	(Combinations of) technology with subjects below	3.12	52
4. Agriculture (forestry and veterinary studies)	4.20	Agriculture	4.1	62
	4.21	Agricultural biology	4.2	62
	4.22	Agricultural chemistry	4.3	62
	4.23	Forestry	4.4	62
	4.24	Veterinary studies	4.5	62
	4.24.1	Veterinary studies	4.5.1	
	4.24.2	(Combinations of) Agricultural subjects with subjects below	4.5.2	

Abbreviated titles are obtained by omitting words set in brackets.
(n.e.s.) = Not elsewhere specified.

*Extract from Educational Statistics for the United Kingdom 1972 (HMSO London) to which has been added the right hand column.

ANNEX I

UNITED KINGDOM SUBJECT CLASSIFICATION FOR EDUCATION STATISTICS

(continued)

Group	Index No.	Division: Sub-division	Decimal Code	ISCED field most nearly equivalent to each Division
5. Science (and applied sciences)	5.25	Biology	5.1	42
	5.26	Botany	5.2	42
	5.27	Zoology	5.3	42
	5.28	Physiology and anatomy	5.4	42
	5.29	Biochemistry	5.5	42
	5.30	Combination of biological sciences	5.6	42
	5.31	Mathematics	5.7	46
	5.32	Mathematics/physics	5.8	46 but see also 42
	5.33	Physics	5.9	42
	5.34	Chemistry	5.10	42
	5.35	Geology	5.11	42
	5.36	*Environmental sciences (other than Geology)	5.12	89/42 (possibly equally suitable)
	5.37	*Combinations of physical sciences (other than mathematics/physics)	5.13	42 but see also 46
	5.38	Biological with physical sciences	5.14	42 but see also 46, 52
	5.39	(Combinations of) science with subjects below (except the philosophy/physiology/psychology -- P.P.P. degree)	5.15	42 but see also 46
6. Social (administrative and business) studies	6.40	Management studies	6.1	34
	6.40.1	Management studies (n.e.s.)	6.1.1	
	6.40.2	Business and commerce	6.1.2	
	6.40.3	Secretarial studies	6.1.3	
	6.41	Economics	6.2	30
	6.42	Geography	6.3	30
	6.43	Accountancy (banking and insurance)	6.4	34
	6.44	Government and public administration	6.5	34/30 (possibly equally suitable)
	6.45	Law	6.6	38 but see also 89
	6.46	Psychology (including P.P.P. degree)	6.7	30
	6.47	Sociology	6.8	30 but see also 89, 34
	6.48	Social anthropology	6.9	30
	6.49	Combinations of social studies	6.10	30 but see also 89
	6.50	(Combinations of) social studies with subjects below (excluding archaeology/anthropology)	6.11	30 but see also 89
7. Vocational (architecture and other professional) studies	7.51	Architecture	7.1	58
	7.52	Town and country planning	7.2	58
	7.53	Catering and institutional management	7.3	52/34/66/78 (possibly equally suitable)
	7.53.1	Catering and institutional management (n.e.s.)	7.3.1	
	7.53.2	Home economics	7.3.2	
	7.54	Other vocational studies	7.4	52/89/70/34/84 (possibly equally suitable)
	7.54.1	Vocational studies (n.e.s.)	7.4.1	
	7.54.2	Librarianship and information science	7.4.2	
	7.54.3	Nautical subjects	7.4.3	
	7.54.4	Transport	7.4.4	
	7.54.5	Wholesale and retail trades	7.4.5	
	7.54.6	(Combinations of) Vocational subjects within this group	7.4.6	
	7.54.7	(Combinations of) Vocational subjects with subjects below	7.4.7	

Abbreviated titles are obtained by omitting words set in brackets.

*Precede with the word "other" when using the abbreviated title.

(n.e.s.) = Not elsewhere specified

UNITED KINGDOM SUBJECT CLASSIFICATION FOR EDUCATION STATISTICS

(continued)

Group	Index No.	Division: Sub-division	Decimal Code	ISCED field most nearly equivalent to each Division
8. Language (literature and area) studies	8.55	English	8.1	22
	8.56	(Welsh and other) Celtic languages	8.2	22/30 (possibly equally suitable)
	8.57	French (language and studies)	8.3	22/30 (possibly equally suitable)
	8.58	French/German	8.4	22/30 (possibly equally suitable)
	8.59	German (language and studies)	8.5	22/30 (possibly equally suitable)
	8.60	Hispanic languages (and studies)	8.6	22/30 (possibly equally suitable)
	8.61	Other West European languages (and studies, including combinations of West European languages other than French/German)	8.7	22/30 (possibly equally suitable)
	8.62	Russian (language and studies)	8.8	22/30 (possibly equally suitable)
	8.63	*(Slavonic and) East European languages (and studies other than Russian, including combinations of these languages)	8.9	22/30 (possibly equally suitable)
	8.64	Chinese (language and area studies)	8.10	22/30 (possibly equally suitable)
	8.65	*Oriental, Asian and African languages (and studies other than Chinese, including combinations of these languages)	8.11	22/30 (possibly equally suitable)
	8.66	Classical studies (including combinations of classics with philosophy)	8.12	22/30 (possibly equally suitable)
	8.67	Other language studies (and combinations of subjects within the group excluding those, such as French/German, separately allowed for)	8.13	22/30 (possibly equally suitable)
	8.68	Languages with arts (excluding classics/philosophy and archaeology/ancient history)	8.14	22/30 (possibly equally suitable)
9. Arts (other than languages)	9.69	History	9.1	22
	9.70	Archaeology	9.2	22
	9.71	Philosophy	9.3	22
	9.72	Theology	9.4	26
	9.76	Arts general (where subject content is not specified and combinations within groups 9 and 10)	9.5	22/26 (possibly equally suitable), but see also 89
†10. Music, drama and visual arts	10.73	Art and design	10.1	18/52 (possibly equally suitable)
	10.74	Drama	10.2	18
	10.75	Music	10.3	18/52/89
	10.75.1	Music	10.3.1	(possibly equally suitable)
	10.75.2	Combinations within art and design, drama and music	10.3.2	

Abbreviated titles are obtained by omitting words set in brackets.

*Precede with the word "other" when using the abbreviated title.

(n.e.s.) = Not elsewhere specified.

†See also Group 9.

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ANNEX II

COMPARISON OF UNITED KINGDOM SUBJECT GROUPS WITH ISCED FIELDS

	UNITED KINGDOM SUBJECT GROUP		ISCED FIELD (nearest equivalent)
1.	Education	14.	Teacher training and education science programmes
2.	Health (medicine and dentistry)	50.	Medical and para-medical programmes
3.	Technology (and engineering)	54.	Engineering programmes
4.	Agriculture (forestry and veterinary studies)	62.	Agricultural, forestry and fishery programmes
5.	Science (and applied Sciences)	42.	Natural science programmes
6.	Social (administrative and business) studies	30.	Social and behavioural science programmes
7.	Vocational (architecture and other professional) studies		Cannot be allocated to one field *
8.	Language (literature and area) studies	22.	Humanities programmes
9.	Arts (other than languages)	22.	Humanities programmes
10.	Music, drama and visual arts	18.	Fine arts programmes

* The following ISCED fields would be involved in a reallocation:

34 Commercial and business administration programmes
52 Trade, craft and industrial programmes
58 Architectural and town planning programmes
66 Home economics (domestic science) programmes
70 Transport and communications programmes
78 Service trades programmes
84 Programmes in mass communication and documentation
89 Other programmes

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2. *Courses in Further Education Establishments*, Department of Education and Science, List 209 Statistics Branch, 1974.

3. *How to Apply for Admission to a University, October 1976 Entry*, The Universities Central Council on Admissions, 1975.

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2. *Manual for the Collection of Adult Education Statistics*, CSR/E/15, June 1975.

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4. *ISCED Handbook: France*, CSR/E/13. (French only).

5. *ISCED Handbook: United Arab Republic*, CSR/E/14. (Arabic only).

6. *ISCED Handbook: Argentina, Peru and Venezuela.* (Spanish only).

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APPENDIX I

LEVELS / FIELDS	0 EDUCATION PRECEDING THE FIRST LEVEL	1 EDUCATION AT THE FIRST LEVEL	2 EDUCATION AT THE SECOND LEVEL, FIRST STAGE	3 EDUCATION AT THE SECOND LEVEL, SECOND STAGE	5 EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO AN AWARD NOT EQUIVALENT TO A FIRST UNIVERSITY DEGREE	6 EDUCATION AT THE THIRD LEVEL, FIRST STAGE, OF THE TYPE THAT LEADS TO A FIRST UNIVERSITY DEGREE OR EQUIVALENT	7 EDUCATION AT THE THIRD LEVEL, SECOND STAGE, OF THE TYPE THAT LEADS TO A POST-GRADUATE UNIVERSITY DEGREE OR EQUIVALENT	9 EDUCATION NOT DEFINABLE BY LEVEL
01 General programmes	001 General programmes for children of pre-primary age 00100 General programmes for children of pre-primary age	101 General elementary programmes 10100 General elementary programmes	201 General programmes containing little or no technical education 20100 General programmes containing little or no technical education	301 General programmes containing little or no technical education 30101 General programmes with no special subject emphasis 30104 General programmes with special emphasis on humanities and social sciences 30108 General programmes with special emphasis on mathematics and natural or applied sciences 30199 General programmes with special emphasis on other non-technical subjects		601 General programmes 60100 General programmes		901 General programmes 90100 General programmes
08 Literacy programmes		108 Literacy programmes 10811 Simple literacy programmes 10821 Functional literacy programmes						
14 Teacher training and education science programmes			214 Teacher training programmes 21401 General teacher training for elementary school teaching 21408 Teacher training for specialists such as those in vocational or adult education programmes	314 Teacher training programmes 31401 General teacher training programmes 31408 Teacher training with specialization in a specific vocational or practical subject 31412 Teacher training for pre-school and kindergarten teachers 31416 Teacher training for teachers in adult education 31422 Teacher training for teachers of handicapped children 31499 Other specialized teacher training programmes	514 Teacher training programmes 51401 General teacher training programmes 51404 Teacher training programmes with specialization in a non-vocational subject 51408 Teacher training programmes for teachers of vocational subjects 51412 Teacher training programmes for pre-school and kindergarten teachers 51416 Teacher training programmes for teachers in adult education, n.e.c. 51422 Teacher training programmes for teachers of handicapped children 51499 Other specialized teacher training programmes	614 Programmes in education science and teacher training 61401 General teacher training programmes 61404 Teacher training programmes with specialization in a non-vocational subject 61408 Teacher training for teaching practical or vocational subjects 61412 Teacher training programmes for teaching pre-school or kindergarten 61416 Teacher training for teachers in adult education 61422 Teacher training for teaching handicapped children 61432 Teacher training for teacher trainers 61499 Other programmes in education science and teacher training	714 Programmes in education science and teacher training 71401 General programmes in education science 71404 Programmes in education with specialization in curriculum development in a non-vocational subject 71408 Programmes in education with specialization in curriculum development in a vocational subject 71412 Programmes with specialization in early childhood education 71416 Programmes with specialization in adult education 71422 Programmes with specialization in the education of the handicapped 71432 Programmes in education for teacher trainers 71472 Programmes in education science without teacher training 71499 Other programmes in education science and teacher training	914 Programmes in teacher training including training for extension and other fields of non-formal education 91416 Education science and teacher training for work in adult education 91499 Other programmes in teacher training
18 Fine arts programmes				318 Fine and applied arts programmes 31804 Programmes in drawing and painting 31812 Programmes in handicrafts 31822 Programmes in music 31899 Other programmes in fine and applied arts	518 Fine and applied arts programmes 51801 General programmes of art studies 51804 Programmes in drawing and painting 51808 Programmes in sculpturing 51812 Programmes in handicrafts 51822 Programmes in music 51832 Programmes in the drama 51842 Programmes in photography and cinematography 51899 Other fine and applied arts programmes	618 Fine and applied arts programmes 61801 General programmes of art studies 61804 Programmes in drawing and painting 61808 Programmes in sculpturing 61822 Programmes in music 61832 Programmes in the drama 61862 Programmes in interior design 61899 Other fine and applied arts programmes	718 Fine and applied arts programmes 71802 Programmes in the history and philosophy of art 71804 Programmes in drawing and painting 71808 Programmes in sculpturing 71822 Programmes in music 71832 Programmes in the drama 71862 Programmes in interior design 71899 Other fine and applied arts programmes	918 Fine and applied arts programmes 91810 Programmes in visual and plastic arts 91812 Programmes in handicrafts 91822 Programmes in music 91832 Programmes in drama 91899 Other fine and applied arts programmes
22 Humanities programmes					522 Humanities programmes 52202 Programmes for interpreters and translators 52208 Other programmes in languages, except the current or vernacular language 52211 Programmes in the current or vernacular language and its literature 52299 Other humanities programmes	622 Humanities programmes 62201 General programmes in the humanities 62211 Programmes in the current or vernacular language and its literature 62215 Programmes in other living languages and their literature 62221 Programmes in "dead" languages and their literature 62231 Programmes in linguistics 62241 Programmes in comparative literature 62261 Programmes in history 62281 Programmes in archaeology 62371 Programmes in philosophy 62399 Other programmes in the humanities	722 Humanities programmes 72211 Programmes in the current or vernacular language and its literature 72215 Programmes in other living languages and their literature 72221 Programmes in "dead" languages and their literature 72231 Programmes in linguistics 72241 Programmes in comparative literature 72261 Programmes in history 72281 Programmes in archaeology 72371 Programmes in philosophy 72399 Other humanities programmes	922 Humanities programmes 92215 Programmes in a "foreign" or second language and its literature 92221 Programmes in "dead" languages and their literature 92261 Programmes in history 92281 Programmes in archaeology 92299 Other humanities programmes
26 Religion and theology programmes		126 Religion and theology programmes 12699 Religion and theology programmes	226 Religion and theology programmes 22699 Religion and theology programmes	326 Religion and theology programmes 32699 Religion and theology programmes	526 Religion and theology programmes 52699 Religion and theology programmes	626 Religion and theology programmes 62699 Religion and theology programmes	726 Religion and theology programmes 72699 Religion and theology programmes	926 Religion and theology programmes 92699 Religion and theology programmes
30 Social and behavioural science programmes					530 Social and behavioural science programmes 53012 Programmes in economics 53022 Programmes in political science 53032 Programmes in sociology 53062 Programmes in psychology 53099 Other programmes in social and behavioural science	630 Social and behavioural science programmes 63001 General programmes in the social and behavioural sciences 63013 Economics programmes 63022 Political science programmes 63032 Sociology programmes 63042 Anthropology programmes 63062 Psychology programmes 63082 Geography programmes 63072 Studies of regional cultures 63099 Other social and behavioural science programmes	730 Social and behavioural science programmes 73012 Economics programmes 73022 Political science programmes 73033 Programmes in demography 73038 Programmes in sociology except demography 73042 Anthropology programmes 73062 Programmes in psychology 73082 Geography programmes 73072 Studies of regional cultures 73099 Other social and behavioural science programmes	930 Social and behavioural science programmes 93012 Programmes in economics 93022 Programmes in political science 93032 Programmes in sociology 93062 Programmes in psychology 93082 Programmes in geography 93099 Other programmes in social and behavioural science
34 Commercial, clerical, business and public administration programmes		134 Commercial programmes 13401 General commercial programmes 13411 Specialized commercial programmes	234 Commercial programmes 23401 General commercial programmes 23404 Typing and shorthand programmes 23499 Other commercial programmes	334 Commercial and business programmes 33401 General commercial programmes 33404 Shorthand-typing (Secretarial) programmes 33408 Clerical-types programmes 33432 Programmes in the operation of office machines 33432 Basic keeping programmes	534 Commercial and business administration programmes 53401 General commercial programmes 53404 Secretarial programmes 53472 Programmes in business [illegible] except electronic data processing	634 Business administration and related programmes 63401 General programmes in business administration (secretarial) 63432 Programmes in business administration with specialization in accountancy	734 Business administration and related programmes 73432 Programmes in business administration, with specialization in accountancy 73434 Programmes in business administration with specialization in [illegible]	934 Commercial, clerical, business and public administration programmes 93404 Shorthand-typing [illegible]

09

34 Commercial and business administration programmes

134 Commercial programmes	234 Commercial programmes	334 Commercial and business programmes	534 Commercial and business administration programmes	634 Business administration and related programmes	734 Business administration and related programmes	834 Commercial, clerical, business and public administration programmes
13401 General commercial programmes	23401 General commercial programmes	33401 General commercial programmes	53401 General commercial programmes	63401 General programmes in business administration (diamonds)	73432 Programmes in business administration with specialization in accountancy	93404 Shorthand-typing (Secretarial programmes)
13411 Specialized commercial programmes	23404 Typing and shorthand programmes	33404 Shorthand-typing (Secretarial) programmes	53404 Secretarial programmes	63432 Programmes in business administration with specialization in accountancy	73434 Programmes in business administration with specialization in marketing	93408 Clerical programmes
	23499 Other commercial programmes	33408 Clerical-typists programmes	53432 Programmes in business machine operation except electronic data processing	63434 Programmes in business administration with specialization in marketing	73436 Programmes in business administration with specialization in finance and investment	93438 Programmes in labour studies including personnel administration
		33422 Programmes in the operation of office machines	53436 Programmes in electronic data processing	63439 Programmes in business administration with other specialization	73438 Programmes in business administration with other specialization	93499 Other commercial, clerical, business and public administration programmes
		33432 Book-keeping programmes	53432 Accountancy programmes	63452 Programmes in public administration	73452 Programmes in public administration	
		33438 Other commercial and business programmes	53434 Business administration, marketing and sales programmes	63462 Programmes in institutional administration	73462 Programmes in institutional administration	
		33452 Programmes in local public administration	53438 Programmes in financial management and investment analysis			
			53439 Other commercial and business programmes			
			53452 Programmes in public administration			
			53462 Programmes in institutional administration			

38 Law and jurisprudence programmes

538 Law and jurisprudence programmes	638 Law and jurisprudence programmes	738 Law and jurisprudence programmes	838 Programmes in law
53800 Programmes for local magistrate	63801 General programmes in law	73800 Programmes in jurisprudence and history of law	93800 Programmes in law
	63812 Programmes for "notaires"	73804 Programmes in international law	
		73806 Programmes in labour law	
		73809 Programmes in maritime law	
		73899 Other law and jurisprudence programmes	

42 Natural science programmes

542 Natural science programmes	642 Natural science programmes	742 Natural science programmes	942 Natural science programmes
54202 Biological science programmes	64202 Biological science programmes	74202 Biological sciences programmes	94202 Biological science programmes
54212 Chemistry programmes	64212 Chemistry programmes	74212 Chemistry programmes	94222 Geological science programmes
54222 Geological science programmes	64222 Geological sciences programmes	74222 Geological sciences programmes	94232 Physics programmes
54232 Physics programmes	64232 Physics programmes	74232 Physics programmes	94242 Astronomy programmes
54299 Other natural science programmes	64242 Astronomy programmes	74242 Astronomy programmes	94299 Other natural science programmes
	64252 Meteorology programmes	74252 Meteorology programmes	
	64262 Oceanography programmes	74262 Oceanography programmes	
	64299 Other natural science programmes	74299 Other natural science programmes	

46 Mathematics and computer science programmes

546 Mathematics and computer science programmes	646 Mathematics and computer science programmes	746 Mathematics and computer science programmes	946 Programmes in computer science
54601 General programmes in mathematics	64601 General programmes in mathematics	74611 Programmes in statistics	94600 Programmes in computer science
54611 Programmes in statistics	64611 Programmes in statistics	74621 Programmes in actuarial science	
54621 Programmes in actuarial science	64621 Programmes in actuarial science	74639 Other programmes in mathematics	
54639 Other programmes in applied mathematics	64639 Other programmes in mathematics	74641 Programmes in computer science	
54641 Programmes in computer science	64641 Programmes in computer science		

50 Medical and health-related programmes

150 Elementary public health programmes	250 Health-related auxiliary programmes	350 Health-related auxiliary programmes	550 Medical diagnostic and treatment programmes	650 Medical diagnostic and treatment programmes	750 Medical science programmes	950 Health-related programmes
15000 Elementary public health programmes	25002 General medical auxiliary programmes	35002 General medical auxiliary programmes	55002 Public health inspection programmes	65002 Programmes in hygiene	75088 Programmes in medical specialities	95016 Nursing and other medical auxiliary programmes
	25012 Nursing programmes	35012 Nursing programmes	55008 Physiotherapy and occupational therapy programmes	65008 Programmes in medicine and surgery	75042 Programmes in dental and stomatological specialities	95099 Other health-related programmes
	25016 Midwifery programmes	35016 Midwifery programmes	55012 Nursing programmes	65008 Rehabilitation medicine programmes	75052 Programmes in pharmacy	
	25099 Other health-related auxiliary programmes	35099 Other health-related auxiliary programmes	55016 Midwifery programmes	65012 Programmes in nursing	75099 Other medical science programmes	
			55017 Programmes in medical x-ray techniques	65030 Medical technology programmes		
			55019 Other programmes in medical diagnostic and treatment techniques except dental techniques	65042 Programmes in dentistry, stomatology, odontology		
			55042 Dental practitioner programmes	65052 Programmes in pharmacy		
			55048 Other programmes in dental techniques	65099 Other medical diagnostic and treatment programmes		
			55052 Pharmacy programmes			
			55062 Optometry programmes			
			55099 Other medical diagnostic and treatment programmes			

52 Trade, craft, and industrial programmes

152 Trade, craft, and industrial programmes, n.e.c.	252 Trade, craft and industrial programmes, n.e.c.	352 Trade, craft and industrial programmes, n.e.c.	552 Trade, craft and industrial programmes n.e.c.	952 Trade, craft and industrial programmes, n.e.c.
15201 General trade and craft programmes	25201 General trade and craft programmes	35201 General programmes with a trade, craft or industrial emphasis	55212 Food processing programmes	95290 Trade, craft and industrial programmes, n.e.c.
15212 Food and drink processing trades programmes	25212 Food and drink processing trades programmes	35216 Building trades programmes, n.e.c.	55222 Electrical and electronics trades programmes	
15216 Building trades programmes, n.e.c.	25216 Building trades programmes	35222 Electrical and electronics trades programmes	55232 Metal trades programmes	
15222 Electrical trades programmes	25222 Electrical trades programmes	35232 Metal trades programmes	55242 Mechanical and mechanical repair trades programmes	
15232 Metal trades programmes	25232 Metal trades programmes	35242 Mechanical and mechanical repair trades programmes	55264 Heating, air-conditioning and refrigeration trades programmes	
15242 Mechanical and mechanical repair trades programmes	25242 Mechanical and mechanical repair trades programmes	35262 Woodworking trades programmes	55274 Programmes in textile technique	
15262 Woodworking trades programmes	25262 Woodworking trades programmes	35264 Heating, air-conditioning and refrigeration trades programmes	55278 Graphic arts programmes	
15272 Leather trades programmes	25288 Materials-handling and earth-moving equipment operating trades programmes	35288 Materials-handling and earth-moving equipment operating programmes	55284 Laboratory technician programmes	
15274 Textile trades programmes	25272 Leather trades programmes	35272 Leather trades programmes	55288 Optical lens making	
15278 Clothing and related trades programmes	25274 Textile trades programmes	35274 Textile trades programmes	55299 Other trade, craft and industrial programmes, n.e.c.	
15299 Other trade, craft, and industrial programmes	25278 Clothing and related trades programmes	35278 Clothing and related trades programmes		
	25279 Printing and book-binding trades programmes	35278 Graphic arts and book-binding trades programmes		
	25299 Other trade, craft and industrial programmes, n.e.c.	35282 Laboratory assistant programmes		
		35299 Other trade, craft and industrial programmes, n.e.c.		

54 Engineering programmes

354 Engineering programmes	554 Engineering programmes	654 Engineering programmes	754 Engineering programmes	954 Engineering programmes
35402 Programmes in surveying	55402 Programmes in surveying	65412 Chemical engineering programmes	75412 Chemical engineering programmes	95400 Engineering programmes
35406 Programmes in engineering drawing	55406 Programmes in drafting and design	65416 Civil engineering programmes	75416 Civil engineering programmes	
35423 Electrical and electronics engineering technician programmes	55417 Chemical engineering and materials technology programmes	65427 Electrical and electronics engineering programmes	75427 Electrical and electronics engineering programmes	
35436 Industrial engineering technician programmes	55416 Civil engineering technology programmes	65438 Industrial engineering programmes	75438 Industrial engineering programmes	
35438 Mining engineering technician programmes	55422 Electrical and electronics engineering technology programmes	65432 Metallurgical engineering programmes	75432 Metallurgical engineering programmes	
35467 Agricultural, forestry and fishery engineering technician programmes	55426 Industrial engineering technology programmes	65435 Mining engineering programmes	75435 Mining engineering programmes	
35499 Other engineering programmes	55432 Metallurgical engineering technology programmes	65442 Mechanical engineering programmes	75442 Mechanical engineering programmes	
		65463 Agricultural engineering programmes	75463 Agricultural engineering programmes	
		65483 Forestry engineering programmes	75483 Forestry engineering programmes	
		65499 Other engineering programmes	75499 Other engineering programmes	

Engineering

			0643 Mining engineering technology programmes		
			0644 Mechanical engineering technology programmes, n.e.c.		
			0645 Agricultural and forestry engineering technology programmes		
			0649 Other engineering programmes		

58 Architectural and town planning programmes

158 Architectural and town planning programmes	258 Architectural and town planning programmes	758 Architectural and town planning programmes	958 Architectural and town planning programmes
5801 General programmes in architecture and town planning	6801 General programmes in architecture and town planning	7580 Programmes in structural architecture	9581 Architectural programmes
5802 Programmes in structural architecture	6802 Programmes in structural architecture	7581 Programmes in landscape architecture	9582 Town or community planning programmes
5803 Programmes in landscape architecture	6803 Programmes in landscape architecture	7582 Programmes in town planning	
5822 Programmes in town or community planning	6822 Programmes in town planning		

62 Agricultural, forestry and fishery programmes

162 Agricultural, forestry and fishery programmes	262 Agricultural, forestry and fishery programmes	362 Agricultural, forestry and fishery programmes	962 Agricultural, forestry and fishery programmes	662 Agricultural, forestry and fishery programmes	762 Agricultural, forestry and fishery programmes	962 Agricultural, forestry and fishery programmes
1620 Agricultural programmes	2620 Agricultural programmes	3620 General agricultural programmes	9620 General programmes in agriculture	6620 General programmes in agriculture	7620 Animal husbandry programmes	9620 Programmes in agriculture
1626 Forestry programmes	2626 Forestry programmes	3626 Animal husbandry programmes	9626 Animal husbandry programmes	6626 Animal husbandry programmes	7626 Horticulture programmes	9626 Forestry and forest products technology programmes
1627 Fishery programmes	2627 Fishery programmes	3627 Horticulture and gardening programmes	9627 Horticulture programmes	6627 Horticulture programmes	7627 Crop husbandry programmes	9627 Fishery programmes
		3628 Crop husbandry programmes	9628 Crop husbandry programmes	6628 Crop husbandry programmes	7628 Agricultural economics programmes	
		3629 Agricultural economics programmes	9629 Agricultural economics programmes	6629 Agricultural economics programmes	7629 Food sciences and technology programmes	
		3630 Other programmes in agriculture	9630 Soil and water technology programmes	6630 Soil and water technology programmes	7630 Soil and water sciences programmes	
		3631 Forestry programmes	9632 Animal health programmes	6632 Animal health programmes	7632 Programmes in veterinary medicine	
		3632 Forestry programmes	9640 Other programmes in agriculture	6640 Other programmes in agriculture	7640 Other programmes in agriculture	
		3672 Fishery programmes	9642 Forestry and forest products technology programmes	6642 Forestry programmes	7642 Forestry programmes	
			9672 Fishery programmes	6672 Programmes in fishery science and technology	7677 Programmes in fishery science and technology	

66 Home economics (domestic science) programmes

166 Home economics (domestic science) programmes	266 Home economics (domestic science) programmes	366 Home economics (domestic science) programmes	966 Home economics (domestic science) programmes	666 Home economics (domestic science) programmes	766 Home economics (domestic science) programmes	966 Home economics (domestic science) programmes
1660 General home economics programmes	2660 General home economics programmes	3660 General programmes in home economics	9660 General programmes in home economics	6660 General programmes in home economics	7660 Programmes in household and consumer food research; nutrition	9660 Programmes with emphasis on dressmaking and needlecrafts
1664 Home economics programmes with emphasis on dressmaking and sewing	2664 Home economics programmes with emphasis on dressmaking and sewing	3661 Programmes with emphasis on nutrition	9661 Programmes with emphasis on household and consumer food research; nutrition	6661 Programmes with emphasis on household and consumer food research; nutrition	7663 Programmes in household arts	9661 Programmes with emphasis on household food management and nutrition
1669 Home economics programmes with emphasis on cooking, food preservation and nutrition	2669 Home economics programmes with emphasis on cooking and food preservation	3672 Programmes with emphasis on child care	9662 Programmes with emphasis on child care	6662 Programmes in home economics with emphasis on household arts	7669 Other home economics programmes	9662 Programmes with emphasis on child care
1662 Home economics programmes with emphasis on child care	2669 Other home economics programmes	3669 Other home economics programmes	9669 Other home economics programmes	6669 Other home economics programmes		9669 Other home economics (domestic science) programmes
1669 Other home economics programmes						

70 Transport and communications programmes

	270 Transport programmes	370 Transport and communications programmes	970 Transport and communications programmes			970 Transport and communications programmes
	2704 Seamen's programmes	3704 Seamen's certificate programmes	7002 Air crew programmes			9700 Transport and communications programmes
	2706 Railway operation programmes	3706 Railway operating trades programmes	7004 Ships' officer programmes			
	2708 Road motor vehicle operating programmes	3708 Road motor vehicle operation programmes	7006 Railway operating trades programmes			
		3726 Postal service programmes except electronics equipment installation and servicing	7008 Road motor vehicle operation programmes			
		3729 Other communications programmes	7026 Postal service programmes, except electronics equipment installation and servicing			
			7029 Other communications programmes			

78 Service trades programmes

178 Service trades programmes	278 Service trades programmes	378 Service trades programmes	978 Service trades programmes			978 Service trades programmes
1781 Barbering and beauty culture programmes	2781 Barbering and beauty culture programmes	3781 Barbering and beauty culture programmes	7836 Programmes in cooking, restaurant- and hotel-type			9780 Service trades programmes
1782 Hotel and restaurant trades programmes	2782 Hotel and restaurant trades programmes	3782 Hotel and restaurant trades programmes	7862 Retailing programmes			
1784 Laundry and dry-cleaning trades programmes	2784 Laundry and dry-cleaning trades programmes	3783 Retailing programmes	7872 Tourist trades programmes			
1788 Other service trades programmes	2786 Retailing programmes	3787 Tourist trades programmes	7880 Other service trades programmes			
	2788 Other service trades programmes	3789 Other service trades programmes				

84 Programmes in mass communication and documentation

		384 Programmes in mass communication and documentation	684 Programmes in mass communication and documentation	784 Programmes in mass communication and documentation	984 Programmes in mass communication and documentation
		8402 Programmes in journalism	6402 Journalism programmes	7840 Programmes in journalism	9840 Programmes in mass communication and documentation
		8404 Programmes in radio and television broadcasting	6404 Programmes in radio and television broadcasting	7840 Programmes in radio and television broadcasting	
		8407 Public relations programmes	6407 Public relations programmes	7840 Public relations programmes	
		8408 Other programmes in communications arts	6408 Other programmes in communications arts	7840 Other programmes in communications arts	
		8427 Library technician programmes	6422 Library science programmes	7842 Library science programmes	
		8428 Programmes for technicians in museums and similar repositories			
		8429 Programmes in documentation techniques, n.e.c.			

89 Other programmes

189 Other programmes of education at the first level	289 Other programmes of education at the second level, first stage	389 Other programmes of education at the second level, second stage	989 Other education at the third level, first stage of the type that leads to an award not equivalent to a first university degree	689 Other education at the third level, first stage of the type that leads to first university degree or equivalent	789 Other education at the third level, second stage of the type that leads to a post-graduate university degree or equivalent	989 Other education not definable by level
1800 Other programmes of education at the first level	2800 Other programmes of education at the second level, first stage	3800 Other programmes of education at the second level, second stage, n.e.c.	8812 Programmes in police work and related law enforcement	6812 Programmes in criminology	7813 Programmes in criminology	9882 Programmes in physical education
			8815 Fire-protection and fire-fighting programmes	6815 Other civil security and military programmes	7815 Other civil security and military programmes	9890 Other education not definable by level, n.e.c.
			8817 Military programmes	6822 Social welfare programmes	7822 Social welfare programmes	
			8819 Other programmes in civil security	6842 Programmes in vocational counselling	7842 Programmes in vocational counselling	
			8822 Programmes in social work	6862 Programmes in environmental studies	7862 Programmes in environmental studies	
			8842 Programmes in vocational counselling	6862 Programmes in physical education	7880 Other programmes of education at the third level, second stage of the type that leads to a postgraduate university degree or equivalent, n.e.c.	
			8862 Programmes in environmental studies	6872 Programmes in nautical sciences		
			8862 Programmes in physical education	6890 Other programmes of education at the third level, first stage of the type that leads to a first university degree or equivalent, n.e.c.		
			8890 Other programmes of education at the third level, first stage of the type that leads to an award not equivalent to a first university degree, n.e.c.			